



Pullenvale
State School

Pullenvale State School
INDEPENDENT PUBLIC
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



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Principal's Forward

Pullenvale State School secured Independent Public School status to commence the 2015 school year. Our school opened in 1874 with an enrolment of 37 students. As at 23 January 2017, the enrolment was recorded as being 433. Pullenvale is proud to be investigating the best curriculum content, teaching practice and diverse extra-curricular activities to ensure world class learning experiences for all children. Students enjoy opportunities to engage in music, dance and drama, physical education, Japanese (from Prep-6), library skills and the use of technology devices during the course of the school week. In 2015 our first one to one device or ePal (electronic personal anywhere learning) classes were formed. Support and extension at either end of the academic spectrum is a major priority for our school as we strive to differentiate the curriculum for every student. The school's responsible behaviour plan and mascot "Pullenvale Pete" encourages our children to Be Safe, Be Respectful and Be a Learner. The Kidsmatter© program is implemented throughout the school, with proactive and explicit teaching of values, social and life skills.

In 2016, Pullenvale State School achieved Mean Scale Score results 'statistically above the Nation' in all 10 domains of the NAPLAN testing. Students at Pullenvale State School are supported to achieve their best possible results, with teachers preparing learning, based on strong data analysis tools and a genuine passion for strong relationships with their students to set, shared, high expectations. Pullenvale State School staff comprises a collaborative team of highly committed professionals who sustain a passion for teaching and learning and are committed to developing their knowledge of the best educational practices to meet the needs of our talented students. Whether it is in the classroom, on the sporting field, musically defined or in a social setting, you will experience young citizens achieving fantastic results with an attitude of dedication, resilience and pride for their school. Pullenvale State School is supported by a dedicated, intelligent and active community which provides your students and children with a rich basis of support through a number of means. The school's P&C committee, along with the school council, provide a rich support program which is student centred, providing our students with the opportunity to focus on their role as learners while knowing their future endeavours are supported.

School Progress towards its goals in 2016

Improvement Priority 1.

Whole of school implementation of the Australian Curriculum

Strategy:	Creation of a seamless whole of school curriculum based around the set curriculum.	
Actions		
	Pullenvale State School will continue to enact all phases of the Australian Curriculum and QCAR Framework.	Embedded
Strategy:	Develop whole school curriculum, assessment and reporting plan	
Actions		
	Review of Pullenvale State School Assessment and Reporting Framework to be undertaken in Semester 1.	Embedded

Improvement Priority 2.

Implement whole school pedagogical practice.

Strategy:	Focus on high quality teaching practices via the creation and implementation of the PSS, Effective Teaching Framework.	
Actions		
	Renewed focus on collegial observations and learning communities to embed best practice in relation to the Pullenvale State School - Pedagogical Framework.	Embedded
Strategy:	Implement a whole school assessment and data collection programme	
Actions		
	Review of Pullenvale State School Assessment and Reporting Framework to be undertaken in Semester One.	Embedded
Strategy:	Embed the Daily 5 Literacy Program across the whole school.	

Actions	
English Committee members to work with Literacy/Numeracy Support Teacher & Deputy Principal (Teaching & Learning) to embed best practice across the school utilising Year Level appropriate strategies.	Embedded

Improvement Priority 3. Using data to inform teaching practice.

Strategy:	Embedding the use of One School as the key collection point and analysis for all student data	
Actions		
All school student academic data collected in line with the school's Assessment and Reporting Framework to be entered into One School.		Embedded & Ongoing
Strategy:	Data collected is to be reviewed and used in the formation of individual, class and cohort based goals and individualised target setting.	
Actions		
All teachers to prepare class and individual student learning goals specifically in the areas of Numeracy and Spelling. Other individualised goals to be negotiated.		Embedded
Strategy:	Embedding of the whole of school assessment schedule in the teaching and learning cycle.	
Actions		
Front-ended assessment practices to be reflective of a whole of school teaching, assessing & reporting cycle. Clear expectations developed & communicated via GTMJ's, A-exemplars & expectation		2017 Ongoing

Improvement Priority 4. Develop instructional leadership with a focus on workforce performance

Strategy:	Monitor teaching practice with a focus on student improvement	
Actions		
All administrative personnel to engage in formal walk through & observation processes. Teacher feedback cycle to be explicitly linked to Pedagogical Framework & 2016 priorities (Spelling & Numeracy).		Embedded
Strategy:	Develop instructional leadership skills	
Actions		
Deputy Principals to complete Annual Performance Development Plans (APDPs) in line with the Australian Institute for Teaching and School Leadership (AITSL) framework.		Embedded

Improvement Priority 4. Develop instructional leadership with a focus on workforce performance

Strategy:	Use the Developing Performance Framework as a tool to align teacher capability development with school priorities	
Actions		

All teachers to complete Annual Performance Development Plans (APDPs) using the AITSL, Australian Professional Standards for Teachers. Plans to reflect individual and school priorities.	Embedded
Strategy:	Collegial sharing - fostering a range of collaborative teaching practices based around collegial and principal walk throughs, learning circles, collegial observations, networking and targeted professional development opportunities.
Actions	
Principal to engage 'Professional Development Release Teacher' (0.2 FTE) to support release of teachers to undertake targeted professional development including walk through observations.	Embedded
Targeted funds to be allocated to capacity building of all staff, strategies to be considered include; book studies, communal learning networks, external professional development & school	Embedded
Teaching staff to engage in routine release to undertake professional development including walk throughs and observations of fellow teachers, data analysis and research.	2017

Improvement Priority 5. Clarification of roles and working relationships between school and key community committees.

Strategy:	Plan for the retention, attainment and transition of students
Actions	
Enhanced communication with wider community, celebrating unique offerings of Pullenvale State School through the promotion of the "Pathways Through Pullenvale" document.	Embedded
Ongoing engagement with extra curricula activities outside of regulation, departmental networks.	Embedded
Increased level of engagement with Kenmore State School staff from Maths / Science and STEM faculties.	Review in 2017

Improvement Priority 5. Clarification of roles and working relationships between school and key community committees.

Strategy:	Develop productive partnerships with students, staff, parents to ensure strategic alignment of priorities and resource allocation
Actions	
School council to work alongside Principal and P&C President to ensure maintained alignment with key school strategic directions and initiatives.	Ongoing 2017
Strategy:	Build professional relationships with staff and professional colleagues
Actions	
Maintain ongoing commitment to Kenmore Alliance of Schools (KAOS) professional development days, moderation processes and twilight sessions.	Review Required
Strategy:	Review responsible behaviour plan
Actions	

Revised Responsible Behaviour Plan to be supported through the introduction of sequenced explicit teaching via the "Social Skills / Emotional Resilience / Responsible Behaviour Skills Program".	Prioritised 2017
Strategy: Develop asset replacement plan	
Actions	
Asset replacement schedule to be updated by End Term One.	Embedded
Strategy: Develop facilities maintenance plan	
Actions	
Facilities maintenance plan to be developed in line with "School Strategic Infrastructure Plan" by end of Term One.	Embedded
Strategy: Review and revise emergency management plan	
Actions	
Fire and Evacuation Plan to be reviewed Term One, 2016. Recommendations to be implemented and plan revised in line with emergency lock-down and evacuation drills throughout 2016.	Embedded

Improvement Priority 6. Improve school performance

Strategy: Implement actions to improve reading including the Daily 5 / CAFE approach and a focus on data analysis to inform T&L.	
Actions	
Ongoing facilitation of shared practice and learning communities to expose, promote and embed best practice across year levels.	2017
Strategy: Implement actions to improve numeracy, including: Ongoing implementation and provision of First Steps and associated training, Early years master class for Numeracy, Explicit Instruction (Fleming) approach to the teaching of Numeracy.	
Actions	
Provision of further First Steps in Numeracy Professional Development for all staff.	Embedded
Ongoing facilitation of shared practice and learning communities to expose, promote and embed best practice across year levels.	Review 2017
Utilise collected numeracy data to influence targeted intervention for Yr 3 & 5 goals (Terms 1 & 2). Identify students that require differentiated teaching & learning (Learning Support)	Embedded
Strategy: Implement actions to improve writing, including: Daily 5, revised and fully implemented whole of school spelling program and utilisation of data to	
Actions	
Ongoing facilitation of shared practice and learning communities to expose, promote and embed best practice across year levels.	Embedded
Utilise collected spelling data to influence targeted intervention for small group spelling goals. Identify students that require differentiated teaching & learning (Learning Support or Extension).	Review 2017

Improvement Priority 6. Improve school performance

Strategy:	Implement actions to improve science including, revision of whole of school 'Teaching of Science' program and targeted funding coordinated by school	
Actions		
All teaching staff to receive targeted professional development in Term One in relation to Primary Connections, Science Program.		Embedded
Allocated funds to Science budget to support creation of targeted 'science boxes' to support the teaching of Primary Connections Science program.		Embedded

Improvement Priority 7. School Priority - Increase whole of school NAPLAN Spelling results.

Strategy:	Creation and implementation of school spelling program	
Actions		
Ongoing facilitation of shared practice and learning communities to expose, promote and embed best practice		Review 2017
Utilise collected spelling data to influence targeted intervention for small group spelling goals. Identify students that require differentiated teaching & learning (Learning Support or Extension).		Embedded
Formalise and implement school wide NAPLAN Preparation plan.		Embedded

Improvement Priority 8. Core Priority - Closing the Gap between the attendance and outcomes of Indigenous and non-Indigenous students

Strategy:	Work closely with Indigenous family to ensure improved attendance rates.	
Actions		
Support identified students in maintain high levels of achievement and attendance - aim to exceed previous year performance across these areas.		Embedded

Future Outlook



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	476	237	239	3	98%
2015*	446	230	216	3	98%
2016	433	210	223	2	97%

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

Pullenvale State School is typified by students of middle to middle-upper class demographics. Education is seen as a valued and important component of a child's development by the broader school community. There are a high percentage of professional parents where both are engaged in permanent employment. The school caters for a small percentage of students with verified disabilities.

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	16	23	23
Year 4 – Year 7	22	23	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

- Delivery of a differentiated curriculum, aligned with the national curriculum, remains the key objective for all classrooms.
- Pleasing achievements in terms of students achieving National Minimum Standards and results in the Upper Two Bands indicates the school continues to support and extend children at all academic levels.
- Ongoing development of year level overviews for Maths and English (Spelling, Reading and Writing).

Co-curricular Activities

Pullenvale State School offers a broad range of extra curricula activities across academic, cultural and sporting pursuits. Our students engage in external competitions relating to academic pursuits including both individual and team based events. As a school we participate in the full range of scheduled Queensland School sport events with students representing from District through to regional level in 2016. Our school also presents teams at a variety of school and community coordinated stand-alone carnivals and festivals of sport. In 2016 the school established its first sporting excellence program. The 'Touch' program is available to all students from year 3 and above. Our school choir and band perform at community and school based performances and competition events. Student engagement and social enrichment is further developed through Student Council, Buddy Programs, Dance Troupe and Drama Club. Special interest programs and clubs have been established, these include robotics, science, chess and ICT.

How Information and Communication Technologies are used to Assist Learning

In 2016 our school extended the trial of our Electronic Personalised Anywhere Learning (ePal), one to one device classes. Students from Years 4 to 6 were able to access devices to assist in their learning experience. In the lower school students engage with both iPad and laptop devices maintained by the school. There remains a blend of in-class devices and a central 'lab' environment to accommodate in class group learning and whole of class lab lessons where exposure to ICT devices enhances the teaching and learning on offer.

Social Climate

Overview

Pullenvale State School continues to follow the practices reviewed and embedded in 2015, the whole school Responsible Behaviour Plan.

Aspects of the "Positive Behaviours for Learning" framework underpin delivery of the behaviour plan.

The school created targeted teaching and learning resources for class teachers supporting the delivery of explicit learning opportunities for children.

The culture of the school is reflective of a high performing school where appropriate behaviours are the expected norm and where learning is possible in every classroom.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	97%	98%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	95%	97%	94%
their child feels safe at this school* (S2002)	97%	100%	95%
their child's learning needs are being met at this school* (S2003)	95%	94%	90%
their child is making good progress at this school* (S2004)	95%	89%	97%
teachers at this school expect their child to do his or her best* (S2005)	95%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	97%	98%
teachers at this school motivate their child to learn* (S2007)	95%	89%	94%
teachers at this school treat students fairly* (S2008)	97%	97%	90%
they can talk to their child's teachers about their concerns* (S2009)	97%	94%	100%
this school works with them to support their child's learning* (S2010)	97%	91%	94%
this school takes parents' opinions seriously* (S2011)	97%	97%	90%
student behaviour is well managed at this school* (S2012)	89%	94%	92%
this school looks for ways to improve* (S2013)	97%	100%	98%
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)	97%	97%	95%
they like being at their school* (S2036)	95%	95%	93%
they feel safe at their school* (S2037)	98%	97%	94%
their teachers motivate them to learn* (S2038)	98%	97%	94%
their teachers expect them to do their best* (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	92%
teachers treat students fairly at their school* (S2041)	94%	89%	91%
they can talk to their teachers about their concerns* (S2042)	91%	91%	88%
their school takes students' opinions seriously* (S2043)	98%	91%	92%
student behaviour is well managed at their school* (S2044)	94%	94%	85%
their school looks for ways to improve* (S2045)	99%	97%	97%
their school is well maintained* (S2046)	95%	95%	98%
their school gives them opportunities to do interesting things* (S2047)	92%	93%	96%

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)	92%	100%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	93%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	96%	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

The granting of Independent Public School status was well received by the wider school community.

In 2014 the 'school created' School Planning Group was disbanded and the required School Council formed. The council has taken over the valued process of an annual survey to engage all parents so as to establish an appreciation for those practices and operations at the school that are valued, whilst identifying areas where opportunities exist for further development and enhancement. In 2016 the school council engaged architectural consultants to begin a review of the schools' topography in order to develop a school Master Plan for infrastructure.

Programs unique to the school included the provision of Early Reader and Early Numeracy Master Classes for parents. These sessions aimed at providing parents with tools and greater understanding that allows them to support their own children in these areas.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The 'BOUNCE' program supports students in developing a number of social skills and to support social and emotional development.

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	6	11	8
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

Through the consultation phase of the school Master Plan, the report will focus on the sustainability and engagement of the landscape and environmental impacts, in particular, indoor and outdoor working spaces, with ecosystems in mind.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	182,709	1,272
2014-2015	190,441	5,210
2015-2016	181,366	1,913

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.

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

School 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 major professional development initiatives are as follows:

- Weekly staff meetings have been replaced by weekly professional development sessions. These sessions are facilitated by school based or external staff.
- The school engages in cluster initiatives with local schools which include moderation and shared professional development.
- All staff undertook the process of creating a Personal Development Plan in consultation with the Principal. These plans involved a level of input from school leadership and self-reflection undertaken using the AITSL Framework.
- Flexible arrangements were once again utilised to meet obligations relating to number of professional development hours for all staff.
- Teachers were once again engaged in a process of formal and collegial observations and modelling so as to maximise the expertise that resides within the school.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	36	15	0
Full-time Equivalent	27	9	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

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	6
Bachelor degree	21
Diploma	7
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 \$18,000.00

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	93%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% 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%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	97%	96%

*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%.

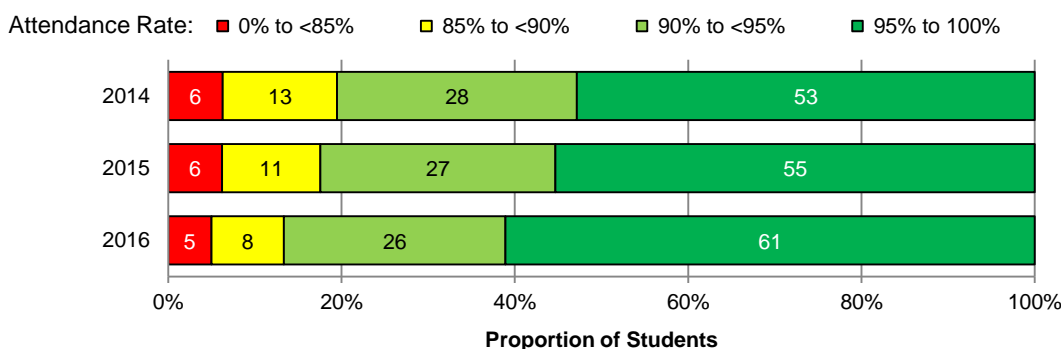
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	94%	94%	93%	94%	95%	94%					
2015	95%	93%	95%	95%	94%	94%	95%						
2016	95%	95%	95%	95%	95%	95%	94%						

*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.

At Pullenvale State School:

- attendance of all students is recorded systematically (including non-attendance due to illness or any other absences) by class teachers
- attendance is monitored fortnightly for non-attendance by Administration Officers.

Procedures* are in place for contacting and counselling students and recording this on the student's file if:

- a student has been absent for more than three consecutive days; **or**
- regular or persistent unexplained absences are recorded; **or**
- absences where reason given is considered unsatisfactory are recorded.

Procedures for contacting parents at PULLENVALE State School:

The schools text messaging system is completed by 10am each school morning, based on data from class rolls and the schools absence line.

Step 1: Should a child meet one or more of the above criteria, the class teacher is to contact parents/carers as a courtesy, to establish;

- The students well-being,
- An expected return to school date, and
- Whether or not there is a need to send home alternate school work for completion during the absence period.

Step 2: If – after consultation with the class teacher – an authorised officer (being a member of school administration) reasonably suspects the student is engaging in a pattern of regular non-attendance, the officer may give a parent of the child a notice in the approved form.

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/>.

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