



Mitchelton State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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## School Overview

Mitchelton State School is a leading Independent Public School on the north side of Brisbane with an outstanding 98-year historical commitment to educating students which is expressed both in terms of academic outcomes and the development of life-long learners. In 2016, we celebrated our 100 year anniversary bringing together staff, students, parents and community members who have contributed to the fabric of Mitchelton State School over the last century. Our motto, "Nothing But the Best" is worked towards every day.

Mitchelton State School mission is, "To provide an environment that nurtures the potential of each student. Safety, respect and responsibility are valued and encouraged so that our students may become lifelong learners and effective members of society." A commitment to developing lifelong learners is at the heart of our purpose at Mitchelton State School. Each child is encouraged and supported to discover and fulfill their unique potential within an academic program that aims to develop a broad knowledge base, higher order thinking skills and qualities that promote intelligent behaviour. We have the capacity to provide your children with the best preparation for their future.

Our strong academic curriculum is complemented by a broad educational offering of cultural, sporting, personal development and service programs which the students are encouraged to explore widely. We are one of 16 Queensland schools with an accredited International School Program. The school's pedagogical focus is on explicit teaching. Our growth in results is testament to the explicit focus on student improvement in our school and quality of teaching.

There are 3 Prep rooms, primary classrooms, a general music room and instrumental room, a new state-of-the-art Resource Centre (Library), a hall with stage, canteen and toilets; Special Education room, Before and After School Care Centre and refurbished Administration building. These facilities are complemented by a newly painted teaching blocks, canteen and uniform shop. The school has 2 ovals providing grassy play spaces, 2 adventure playgrounds, tennis courts, pool with covered grandstands, vegetable gardens and chickens in the prep precinct.

The school also hosts a Special Education Program managed by a Head of Special Education Services (HOSES) supporting students with Intellectual Impairment, Speech Language Impairment and Autistic Spectrum Disorder. This allows students to be supported while attending their local school.

The school staff also includes a Deputy Principal, Head of Curriculum and a support teacher (Literacy and Numeracy) who work closely together guiding the implementation of the Australian curriculum and support programs within the school. Students are supported through programs which include Student Support, ATSI, International and refugee students. Other specialist teachers in Music, Physical Education, Library, Japanese, English as a Second Language (ESL) teacher, visiting Guidance Officer and Speech Language Pathologist are available to assist children. A Chaplaincy program operates in the school to support families with both physical and emotional needs. The school also receives the services of a Defence Force school transition aide to help support defence families within the school.

Children have access to: Instrumental Music, Choirs, LOTE (Japanese), school sports, Student Council, Rock and Water program, Library Monitor programs, Science@ Mitchie Club (including Robotics).

We promote positive behaviour and values across the school through our four Behaviour Expectations: Apply Ourselves to Our Learning, Respect People and Property, Work and Play Safely and Follow Directions. The school also follows the Virtues program where a core set of 40 Virtues are taught, one per week.

A Student Council operates and students learn protocols and procedures that support democratic decision making. All students in Years 4-7 are taught leadership skills and assessed on their development in preparation for roles in their senior years. A real strength of Mitchelton is the genuine partnerships with students, parents and the community which have successfully resulted in a spirit of co-operation in our school. Parent and community participation in the school is strong, through involvement in the Parents' and Citizens' Association and related activities including volunteer work in classrooms. The P&C provides support through fundraising, volunteers, and ideas towards a progressive school. The school also has a School Council which assists in the strategic decision making at a whole school level.

Mitchelton State School-Excellence in Teaching and Learning.

# Principal's Forward

## Introduction

As an Independent Public School, Mitchelton State School had a very successful 2015, harmonising quality education with a sense of true school community spirit. We are confident that we can, with your support, provide the best possible education for your child. This is embodied in our school motto "Nothing But the Best".

At Mitchelton we have built a reputation as a caring school with excellent educational opportunities, including a quality curriculum, high behaviour standards and promoting life-long learning challenges.

Our children learn in a supportive, positive and appealing environment, always being encouraged to strive to do their best.

The Mitchelton State School Annual Report is a document reporting on our school's activities and celebrations for the 2016 school year. An Annual Implementation Plan is developed on a year to year basis to progress the school's Strategic Plan. School Annual Report 2016 provides contextual information such as the curriculum, opportunities for parental involvement and extracurricular activities, as well as student outcomes data, such as summary information on the National Assessment Program – Literacy and Numeracy (NAPLAN) and school opinion survey data.

Through the School Annual Report 2016 we are committed to assisting the community to gain easy access to comprehensive information about achievements of the school and its students.

### School Progress towards its goals in 2016

Core Priorities – Numeracy, Reading, Spelling, Vocabulary	Ongoing
Indigenous Education	Ongoing
Australian Curriculum implementation	Implemented/ongoing
Continuous monitoring of student achievement	Ongoing
Whole-of-school assessment and data collection systems for Recording and analyzing data and attainment using One School (ICT)	Ongoing
Implementation of Pedagogical Framework with consistent classroom pedagogical practices	Ongoing
Successful transition programs Yr 6 to high school, pre prep to prep, Students with Disabilities and Defence	Completed/ongoing
Use of ICTs to promote and extend learning	Ongoing
Feedback Model including Professional Learning Conversations and class observations, profiling and coaching and mentoring	Implemented/ongoing
Learning Engagement and Positive Behaviour Development	Ongoing

### Future Outlook

- Powerful Learning- Theories of action- Setting challenging learning tasks and adopting consistent teaching protocols
- Whole School assessment and data collection –data coaching, systems for Recording and analysing data and attainment using One School (ICT)
- Mathematics- problem solving
- Reading
- Science
- Consistent classroom pedagogical practices
- Successful transitions -Early Years-and high school.
- Feedback Model including Teaching practice, profiling and Coaching and mentoring
- Learning Engagement and Positive Behaviour Development

# Our School at a Glance

## School Profile

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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	358	173	185	30	95%
<b>2015*</b>	352	176	176	23	95%
<b>2016</b>	392	200	192	25	98%

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

The school has approximately 21% enrolment from Defence families. A number of International Students also attend the school participating in our International Student Program in conjunction with EQI (Education Queensland International). Our school also operates a Special Education Program supporting students identified with a disability.

Students come from a wide range of socioeconomic and cultural backgrounds which provides a rich diversity to the composition of our school. There is evidence of a very high level of understanding of acceptance of diversity across all levels of the school. The school leadership team and staff promote and maintain an environment that is reflective of its high expectations of personal success for all individual students. We promote the belief that all students can achieve well and that all students can learn successfully.

### 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	22	25	23
Year 4 – Year 7	30	25	27
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

**Curriculum delivered at Mitchelton State School is about more than just great NAPLAN results. We use Key Learning Areas and ICTs which are integral to curriculum delivery as all classrooms have interactive whiteboards.**

There is a central focus on high levels of literacy and numeracy. The school has a distinctive early year's education precinct that promotes the early year's philosophy and provides foundations for learning for all students

Offerings include

- Languages Other Than English (LOTE) – Japanese for Year 5 and 6 students including an extension program
- Inclusive Education – Our Learning Support Program caters for students from Prep to Year 7 and our Special Education Program caters for students from Prep to Year 6
- Music – Specialist Music teacher, choir ensembles, Instrumental Music including concert band (brass, woodwind and percussion) from Year 4, Strings from Year 3.
- Health and Physical Education – specialist teacher, interschool sport
- Swimming program in Terms 1 and 4 utilising 25 m pool
- District/Regional/State representative pathways
- Library lessons – specialist teacher Digital Technologies and coding
- Camping Program for Years 4-6
- Experience based curriculum opportunities with excursions and incursions integral to learning in classrooms.
- Student Council and Leadership Program
- SC@M – Science and Robotics Clubs- Winner of Peter Doherty Science School of the Year award 2015
- Cooperative learning experiences with Mitchelton and Everton Park State High Schools
- Full sports program, including interschool sport
- Choral and Instrumental Program
- Drama and Art Dance Classes with specialist teachers
- Academic Competitions (ICAS) – English, Maths, Science, Spelling & Computers
- Student fundraising to support charitable organisations
- After school homework group

## Co-curricular Activities

- Science Week Competition
- Robotics
- Books, Arts, and Music Festival (BAM)
- Participation in National Academic Competitions
- Writers Festival, Readers Cup & Premiers Reading Challenge
- Choirs
- Dance and art clubs
- Computer club
- Chess
- Tennis
- Touch football and netball clinics



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

All classroom learning spaces are equipped with interactive whiteboards to facilitate the use of ICT for teaching and learning with ready access to the internet and the broad spectrum of resources and learning opportunities it offers. As a teaching tool, teachers are able to integrate effective teaching strategies with available technology lesson delivery to promote student engagement, multimodal learning and interactive opportunities for learning.

Teacher skills and knowledge have been enhanced through the attendance of professional development to learn and demonstrate skills to others within our school.

In 2015, Mitchelton State School continued to enhance learning for students through the use of ICTs. ICT resources include

- A computer lab which includes an interactive white board in the library
- Teaching of coding and Digital Technologies through Australian Curriculum
- Banks of iPads which are accessed by students and are used as teaching and learning tools,
- A set of iPads with specialised apps to assist in meeting the needs of our special needs students and teachers iPads.
- Access to wireless technology in some classrooms
- A junior school computer lab
- Interactive whiteboards in all classrooms and learning spaces

Increasingly, the use of ICT is being integrated into student learning and explored as a vehicle for demonstrating and sharing student learning, through the use of video and film editing apps, photos and e-books. Regular sharing between teachers continues to be a vehicle that assists teachers to learn from and with each other.

## Social Climate

Our school offers the community a friendly, positive and inclusive environment in which to learn and interact with others.

All areas of Mitchelton State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

Relationships with the wider community are very positive with numerous community organisations participating in school events throughout the year. Strong relationships exist with current and past families of the school and our P&C Association actively supports school priorities and initiatives. School Opinion Survey results indicate that staff, students and parents believe our school is a safe and supportive place to learn, that students are treated fairly, student behaviour is of a high standard and families strongly agree that Mitchelton State School is a great school to attend.

A positive approach to student management is implemented across the school and an approved Responsible Behaviour Plan is enacted to ensure the school provides a safe and supportive environment where all students and community members have the opportunity to achieve to their potential. Constant review and improvement is made to procedures, encouraging and rewarding positive behaviours and offering modification if and when necessary. Parental involvement is always pivotal.

Our school community has identified the following expectations to teach and promote our high standards of responsible behaviour and social/emotional well-being:

- Respect People and Property
- Applying ourselves to Learning
- Follow Directions
- Work and Play Safely

### Statement of Purpose

Our school community strives to empower students as learners, in a safe, nurturing and engaging environment to become:

- Literate and Numerate
- Caring
- Curious and Creative
- Resilient
- Problem solvers

### Values

We aim to develop learners who show:

- Respect
- Responsibility
- Resilience
- Compassion
- Success

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	90%	89%	95%
this is a good school (S2035)	90%	91%	97%
their child likes being at this school* (S2001)	95%	97%	100%
their child feels safe at this school* (S2002)	95%	94%	100%
their child's learning needs are being met at this school* (S2003)	88%	89%	90%
their child is making good progress at this school* (S2004)	95%	86%	95%
teachers at this school expect their child to do his or her best* (S2005)	95%	88%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	85%	95%
teachers at this school motivate their child to learn* (S2007)	90%	94%	95%
teachers at this school treat students fairly* (S2008)	85%	91%	97%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	100%
this school works with them to support their child's learning* (S2010)	88%	91%	95%
this school takes parents' opinions seriously* (S2011)	90%	89%	97%
student behaviour is well managed at this school* (S2012)	88%	94%	97%
this school looks for ways to improve* (S2013)	92%	91%	97%
this school is well maintained* (S2014)	90%	89%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	96%	94%
they like being at their school* (S2036)	89%	91%	92%
they feel safe at their school* (S2037)	90%	90%	92%
their teachers motivate them to learn* (S2038)	97%	96%	97%
their teachers expect them to do their best* (S2039)	97%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	95%
teachers treat students fairly at their school* (S2041)	92%	93%	88%
they can talk to their teachers about their concerns* (S2042)	85%	93%	89%
their school takes students' opinions seriously* (S2043)	91%	91%	83%
student behaviour is well managed at their school* (S2044)	78%	86%	80%
their school looks for ways to improve* (S2045)	93%	93%	94%
their school is well maintained* (S2046)	91%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	91%	93%	92%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	100%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	93%
they receive useful feedback about their work at their school (S2071)	81%	88%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	96%	100%
student behaviour is well managed at their school (S2074)	85%	79%	85%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
staff are well supported at their school (S2075)	77%	83%	78%
their school takes staff opinions seriously (S2076)	88%	83%	74%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	88%	83%	89%
their school gives them opportunities to do interesting things (S2079)	88%	96%	85%

\* 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

Our school promotes strong relationships between school and home involving parents in a range of events throughout the year, including:

- Monthly P&C Meetings
- Class parent liaison representative roles
- Involvement in School Strategic Planning through the P&C Association and School Council
- Facebook & Twitter presence
- Class Volunteer Program including the Ready Readers Program
- School Assemblies, sporting events and performance evenings at school and in the community
- Class and Year level specific events such as - Grandparents Concert, ANZAC Day, excursions, Books Art Music Festival, School Fancy Dress and Bush Dance, fete, class celebrations/culminating events and sporting events
- Parent information evenings including ready to read, volunteer induction sessions and defence force families morning teas
- Interviews in relation to individual student needs e.g. academic, behaviour, social development
- Congratulatory letters and postcards mailed home
- Development of individual curriculum plans for students with diverse learning needs
- Volunteers assisting in library, classrooms, tuckshop and other areas of school life

Our school has strong processes to consult with parents to develop, provide and record adjustments with diverse needs to enable them to participate fully at school

These include

- Meeting with parents prior to enrolment to gain prior knowledge and information
- Providing transition to school programs where required
- Adjusting programs in consultation with carers.
- Consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at school should also be included.
- Involvement of parents in Individual Curriculum Plan development

Parent teacher meetings and communication as required, which can daily

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

## 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	28	26	14
Long Suspensions – 6 to 20 days	0	2	1
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

Mitchelton State School is committed to reducing its environmental footprint. The use of solar power is incorporated with our general electricity network along with the heating of our 25 metre swimming pool through solar heating. Continual maintenance and upgrade of water facilities ensures that we address the issues around reducing water consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	139,650	2,766
2014-2015	142,241	5,008
2015-2016	129,116	872

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

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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 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	35	23	0
Full-time Equivalent	25	14	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	9
Bachelor degree	21
Diploma	1
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 \$20,700.

The major professional development initiatives are as follows:

Australian Curriculum; Literacy/Numeracy; Pedagogical Framework; One School training; Words Their Way Spelling; 7 Steps to Writing, First Steps Reading, Profiling Training, Peer Coaching and Mentoring, Essential Classroom Skills, One School Dashboard, PAT R and data analysis, WPH&S training; Student Protection; Code of Conduct, Right to Information, Control Self-Assessment, Zone of Regulation, Non Violent Crisis Intervention, First Aid and Asthma 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%	95%	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).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	87%	91%

\*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	95%	95%	95%	91%	96%	93%	95%	92%					
2015	95%	93%	95%	96%	94%	95%	93%						
2016	92%	93%	94%	94%	94%	93%	94%						

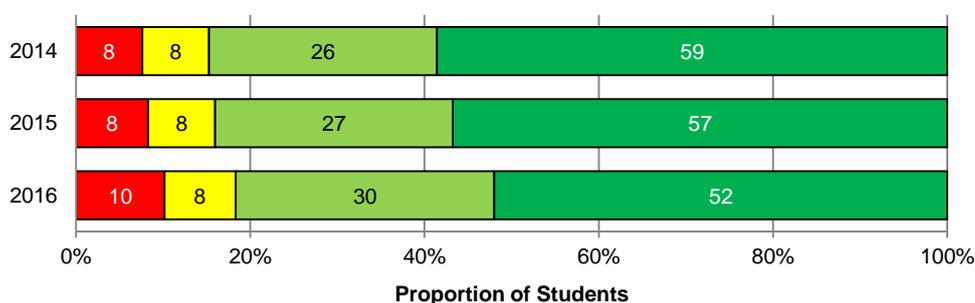
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:

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



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

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

Attendance is recorded twice each day, with parents contacted by teachers in the event of 3 days absences without notification. Where absence from school is frequent, our school employs a proactive approach through a variety of support staff including our guidance officer, chaplain, defence transition teacher aide, deputy principal and a variety of external agencies. Should

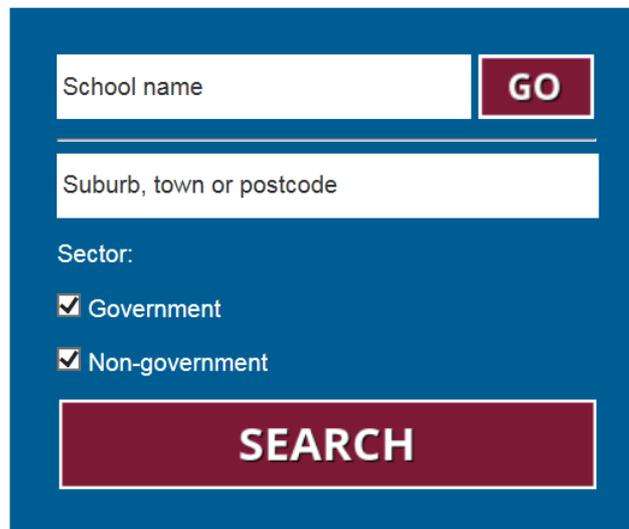
attendance continue to be unsatisfactory, then formal written correspondence with parents is instigated highlighting the legal requirement in relation to school attendance and the negative influence absenteeism has on student learning. Where absences are longer than 10 days parents are required to complete permission form for Exemptions to Compulsory Schooling, which is for approval by the Principal. Regular articles and statistical data is presented in the school newsletter. Certificates are presented to students with high attendance results each term, to encourage and reward attendance.

## 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.