

Middle Park State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The school Annual Report is provided for your information and reports on the achievements and activities at the assessment, The Quadrennial School Review and monitoring processes, outcomes from the National Assessment (NAPLAN) and highlights achievements and activities undertaken by students throughout the year.

Middle Park State School is an Independent Public School situated in the western suburbs of Brisbane in the Centenary area. This means that our school community's hard work has been recognised and that we could manage our school in a way that would allow us to cut red tape and remove layers of management within the system to allow our community a greater say in decision making have more freedom to work and make decisions that best meet the our needs and achieve the best outcomes for students. We are still very proudly a Queensland State School.

Our enrolment has grown to 601 students . Our students display a wide range of achievements.

- Outstanding academic, musical and athletic achievement has been recognised on a regional and state level over the past year. We have a diverse population and
- 40% per cent of students receive support to scaffold or extend through the whole school support strategies or have Individual Support Plans.
- 2% of students identify as Aboriginal or Torres Strait,
- 22% students backgrounds where English is not their first language.
- To extend students there are a range of activities such as the , Science Club, Technology Club, , Choirs, Bands, Dance Troupe, Interschool Sports and University of NSW tests.

In 2015 we had numerous achievements, some of which are listed within this report. They have come about through the collaboration between staff, students, parents and the community. This collaboration ensures that we will continue to deliver quality education. Our Parents' and Citizens' Association and associated committees are extremely active in all aspects of our school. We welcome and embrace their commitment.

School progress towards its goals in 2015

Australian

The Curriculum Framework has been revised and updated to align with Australian curriculum and staff took part in a variety of workshops to familiarise and gain mastery over key learning areas.

Curriculum Implementation	Heds of Teaching and Learning led sessions to expand on the current assessment overview to reflect targets and recording procedures.
	Reading to Learn has been embedded in 39% of classrooms and is being implemented into a further 35% of classrooms. Intervention and extension groups are functioning across year levels using Fountas and Pinnel -Levelled Literacy Intervention
	Maths intervention and extension groups are embedded within each year level
	Staff have undertaken various forms of writing workshops e.g. "Reading to Learn" and "The Seven Steps of Writing"
Consistent Classroom Pedagogical Practices	Implementing and managing consistent classroom pedagogical practices has been the main area of improvement for staff in 2015. Explicit teaching has been the key focus has been the vehicle that staff have used to reflect on current practices. Differentiation and moderation sessions have been facilitated for each year level in the school.
	We have implemented a whole school pedagogical assessment and data collection for staff members. Staff have agreed on the practices set out in the Pedagogical Framework and Leadership team members have reinforced these through feedback sessions for teachers.
	Our school has achieved its goal to have systems in place to continuously monitor student achievement. Year levels meet to discuss student achievement using data from the units of work and the distance travelled is monitored via data walls using benchmarking instruments. Learning goals for each student have been generated and reported upon to parents.
	The focus on high quality teaching practices has been supported by the creation of Head of Pedagogy who gives staff feedback using the process of "Profiling".
	Teachers have been provided with release time for observation and feedback in order to develop and manage collaborative teaching practices. Curriculum teams are facilitating and provide input into the procurement of resources and professional development sessions
	Key personnel have developed an action plan designed to improve all domains of the Teaching & Learning Audit
Using Data To inform teaching practice	The practice of using appropriate data has been embedded into all decision making within the school. All intervention and extension practices are based on internal and national testing data and are used as selection criteria as appropriate to elect best choice candidates for a various groups.
	The Heads of Teaching and Learning have embedded a five weekly planning and data collection process within the staff meeting agenda to encourage analysis and inform teaching. Discussion and moderation are an integral part of the planning procedures across each year level. Distance travelled for each student is monitored by Heads of Teaching and Learning via Oneschool mark books.
School Leaders are driving an explicit and detailed	Staff have familiarised themselves with the lesson observation feedback sheet using the principals of Fleming and Marzano to produce feedback from coaches.
	Processes where staff regularly discuss their teaching with the School leaders have been included in year level meetings. This has set the stage for individual meetings where teachers use Dashboard and class data to discuss student outcomes.
	Every staff member has taken part in developing a Professional Development Plan to address areas of opportunity for growth. These were documented and reported on during the final session of the cycle.
	A school council has been implemented in order to bring representatives into the school who are in a position to give input and feedback on initiatives. There are six members on the council(three parents, two teachers, principal)

	Working parties have been initiated on the P&C for the Performing Arts, HPE, Senior students, Culture team so that parents, school leaders and teachers work together in a mutually supportive way to foster school pride and a sense of belonging
	Cluster links have been strengthened through the promotion of professional development opportunities within the Centenary Learning Alliance of State Schools. These have been highly successful and forged the way for future staff development and moderation sessions across the whole alliance.
	Work has begun to collect feedback for the staff and community for strengths and opportunities for improvement in our current Responsible Behaviour plan. This has been collated and has put us in a very strong position to upgrade our plan in 2016. The "You Can Do It" program is still strongly promoted throughout the school.
Productive Partnerships with school Community Stakeholders	The new asset replacement plan and facilities maintenance plan has been developed and embedded within the school.
	The Emergency Management plan has been updated and published. Every term there is the fire/lockdown procedure drill and feedback is used to address any perceived issues.
Improving School Performance	Our English Curriculum Team has formulated actions to improve writing. Professional development on writing and follow up feedback for teachers takes place for staff on a regular basis. The English team also investigated "Ready To Read" which incorporates a writing component for future development of staff.
	Heads of Teaching and learning have identified and acquired appropriate diagnostic tools to inform intervention processes. The intervention tools of Pat Maths and Reading as well as LLI are used across the whole school. Heads of Teaching and Learning are working on appropriate formats for teachers and leaders to interrogate the data.
	The practice of twice yearly target setting for all students has been put into place and Individual Learning Goals for each student are formulated and reported to parents twice yearly.
	100% of teaching staff are receiving classroom coaching and feedback. Teachers have received feedback on pedagogy and classroom management.

Future outlook

Australian Curriculum Implementation:

Implementation of the Australian Curriculum has been achieved by the Head of Teaching and Curriculum by updating the school frameworks and working closely with teachers to ensure Australian Curriculum is taught, assessed and moderated. Future planning sessions will take on the rigour of Reading to Learn.

Consistent Classroom Pedagogical Practices

Teachers will embed the assessment framework in teaching practices. Professional Development sessions will be conducted to embed the principals of Explicit teaching. Reading to Learn participation will widen to include all teaching staff and teacher aides.

Using Data to Inform Teaching Practice

Intervention and extension groups to be facilitated for Maths and English using NAPLAN and internal testing data. Five weekly data collection and analysis sessions will take place to inform teaching practices as well as moderation sessions across year levels. Differentiation of

instruction to be used to scaffold and extend students. Distance travelled by all students to be monitored via one school collection of data.

School leaders Driving Explicit and Detailed School Improvement Agenda

The school will continue to provide Feedback to all members of the community. Regular discussion of class data and teaching strategies will take place between the leadership team and Staff. PDP to be developed for all staff members.

Productive Partnerships with School Community Stakeholders

School council to continue to implement agreed actions and increase the number of members. Working parties on P&C to be implemented to reflect curriculum i.e. -Performing Arts, HPE Mathematics, Ready Reader, Reading Eggs, Lexile, Reading to Learn parent workshops are to be facilitated by the leadership team. Cluster Staff Links will be promoted through joint PD and subsequent collegial visits. The responsible Behaviour Plan will be updated to include suggestions from the Discipline Audit and staff input. The "You Can Do It" program will continue to be implemented throughout the school.

Workplace Health and Safety procedures will be updated and published to the whole school community.

Improving School Performance

Our school will continue to provide feedback to all members of the community. Student goals implemented and progress reported to parents. Students and Parents will receive regular feedback from teachers. The Leadership Team will work together to provide various forms of feedback. Coaches will continue to give feedback on classroom procedures. Teachers will be trained to use Reading to Learn framework. Master Teacher will provide support for these teachers.

Professional Development in problem solving skills and strategies for differentiation will be provided to staff.

Year 6 to high school transition

Collaborative planning with Cluster group will occur to ensure smooth transition of year six to high school in 2016

Our School At A Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	594	286	308	13	95%
2014	617	298	319	16	97%

2015	601	292	309	12	95%
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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 2015, there were no students enrolled in a Pre-Prep program.*

Characteristics of the student body:

Middle Park has a very supportive school environment. We have twenty-two per cent of the population who have English as a second language and those with high needs are supported by a EAL/D teacher. Two per cent of our population identify as Indigenous and their progress is monitored via individual learning plans. Four per cent of our population have been verified as a student with a disability and are supported by our teacher aides and inclusion teacher.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	20	21
Year 4 – Year 7 Primary	22	27	24
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	25	47	29
Long Suspensions - 6 to 20 days	1	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.

Curriculum delivery

Our approach to curriculum delivery

- Special Education Program – provided by our inclusion teacher and teacher aides to provide support to children who have special learning needs – physical/intellectual/social disabilities.

- Learning Support Intervention Program – provided to meet the diverse needs of the children, Intervention programs to support both the children with learning difficulties and extension for the U2B.
- LOTE – Mandarin is taught to students in Year 4 – 6 by a specialist LOTE teacher.
- Instrumental Music Program – brass, woodwind, percussion and strings tuition is provided for students from Year 3 – 6.
- Early Years Literacy Program – read it again program taking place in all our Prep classrooms
- Whole School Humanities Plan – each year level from 1 – 6 undertakes a semester of each Humanities subject. (History & Geography)

Extra-Curricular Activities

- Senior and Junior Choirs
- Senior & Junior Band
- Senior & Junior Strings
- Interschool Sport Year 5 -6
- Camping Program Year 4 – 6 including Canberra visit for Year 6
- Leadership Program – Year 4 – 6
- ICAS Science, English and Maths Competitions
- Science Club
- Drama Club
- Dance Troupe
- Games Rangers
- Active School Travel
- Minecraft club

How Information and Communication Technologies are used to improve learning

2015 saw our school increasing the numbers of iPad classes to include both year two and three year levels. This model is to be gradually rolled out across the school in future years. iPads were also used in Prep as a motivating tool for learning and a mobile pod of iPads were available for class loan across the school. Additionally, iPads were used by our Students with

Disabilities to aid social and communication skills and sets of iPads were also used in our LOTE and ESL departments.

Our classrooms were each allocated a pod of laptops which were used in small groups or combined across the block to make a whole class set. In addition, each classroom also had access to PCs along with the Computer Lab's 30 PCs for whole class activities. A variety of other technologies were also used in classrooms such as interactive whiteboards, point-to-view cameras, still/video cameras, robotics kits, digital microscopes, microphones etc. These devices enabled teachers to present topics of work in motivating ways and enabled students to develop 21st century skills whilst promoting hands-on learning. Minecraft club has been initiated to complement coding activities occurring in classrooms.

Social Climate

Middle Park has a very supportive school environment. We have twenty-two per cent of the population who have English as a second language and those with high need are supported by a EAL/D teacher. Two percent of our population identify as Indigenous and their progress is monitored via individual learning plans. Three per cent of our population have been verified as a student with a disability and are supported by our teacher aides and inclusion teacher. Ninety-six per cent of parents who responded to the opinion survey feel that this school treats their child fairly. Ninety-three per cent of students feel that they are being treated fairly.

The Middle Park Staff work on the principals of:

High Expectations,

Informed Teaching and Learning

Positive Relationships

Middle Park State School values:

People and Relationships:

All students, staff and members of the community are treated with dignity and respect.

Learning:

We monitor students' progress, give feedback and improve on learning outcomes for all.

Excellence:

"Each to Succeed" by improving their personal best and pursuing excellence.

Partnerships:

☑ Home /School partnership to improve educational outcomes.

Our school community has determined that when students leave Middle Park State School at the end of their primary school education our aim is that they are positive, ethical individuals who value their own happiness, and that of others, in order to lead a fulfilling life.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

☑ Be safe

☑ Be caring

☑ Be a learner

Behaviour expectations for all students are applied consistently and proactive approaches for addressing inappropriate student behaviour are employed as outlined in the Middle Park State School Responsible Behaviour Plan for Students.

At Middle Park State School we actively encourage community engagement with events such as ANZAC Ceremony, Remembrance Day Ceremony, Musical Evening, special assemblies and Centenary Learning Alliance of State Schools (C.L.A.S.S.) events.

The Parents and Citizens Association is highly active and contributes significantly to the school by way of provision of resources. Parents/Caregivers are involved in a wide range of school activities including rostered help in classrooms, on excursions/camps, sports coaching and our perceptual motor program.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	96%	92%
this is a good school (S2035)	96%	96%	94%
their child likes being at this school (S2001)	92%	100%	96%
their child feels safe at this school (S2002)	100%	98%	98%
their child's learning needs are being met at this school (S2003)	92%	97%	92%
their child is making good progress at this school (S2004)	88%	96%	94%
teachers at this school expect their child to do his or her best (S2005)	92%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	97%	94%
teachers at this school motivate their child to learn (S2007)	92%	100%	94%
teachers at this school treat students fairly (S2008)	100%	98%	96%
they can talk to their child's teachers about their concerns (S2009)	100%	98%	96%
this school works with them to support their child's learning (S2010)	92%	95%	88%
this school takes parents' opinions seriously (S2011)	91%	88%	92%
student behaviour is well managed at this school (S2012)	91%	91%	92%
this school looks for ways to improve (S2013)	96%	95%	92%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school is well maintained (S2014)	96%	91%	88%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	98%	98%
they like being at their school (S2036)	96%	94%	92%
they feel safe at their school (S2037)	91%	95%	95%
their teachers motivate them to learn (S2038)	94%	97%	96%
their teachers expect them to do their best (S2039)	97%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	95%	94%	97%
teachers treat students fairly at their school (S2041)	84%	93%	93%
they can talk to their teachers about their concerns (S2042)	84%	83%	95%
their school takes students' opinions seriously (S2043)	89%	94%	94%
student behaviour is well managed at their school (S2044)	72%	78%	89%
their school looks for ways to improve (S2045)	96%	97%	96%
their school is well maintained (S2046)	96%	96%	95%
their school gives them opportunities to do interesting things (S2047)	95%	97%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	96%	100%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	97%	91%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	93%	92%
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)	97%	91%	100%
staff are well supported at their school (S2075)	94%	91%	100%
their school takes staff opinions seriously (S2076)	97%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	97%	87%	100%
their school gives them opportunities to do interesting things (S2079)	100%	96%	100%

'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

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Reducing the school's environmental footprint

The school monitors electricity and water usage and encourages staff and students to engage in practices to reduce electricity and water usage. Continued issues with water leaks have been rectified have caused a significant decrease in water usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	170,473	7,407
2013-2014	234,232	5,069
2014-2015	217,361	4,627

*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.

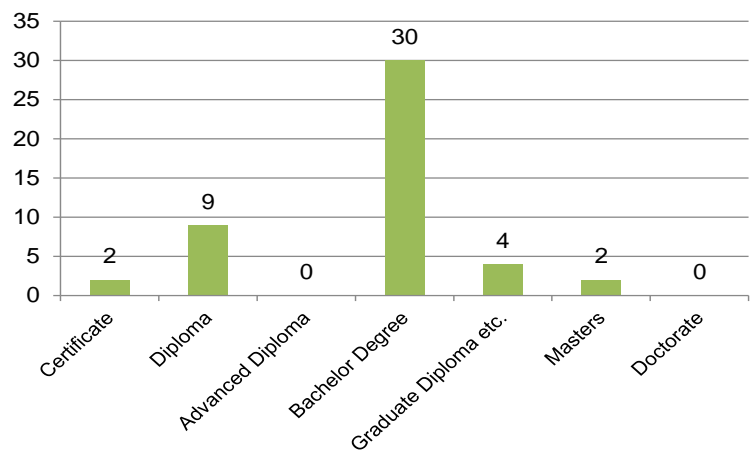
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	43	27	0
Full-time equivalents	35	16	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	9
Advanced Diploma	0
Bachelor Degree	30
Graduate Diploma etc.	4
Masters	2
Doctorate	0
Total	47



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The major professional development initiatives are as follows:

- Curriculum studies
- Staff Wellbeing
- Negotiation and mediation skills
- Beginning Teachers workshops
- Oneschool skills
- Coaching
- Leadership Challenge
- Reading to Learn
- Putting Faces on the Data- Lyn Sharrat
- Art and Science of Teaching -Marzano workshops
- iPad skills
- BYOD ITC workshop
- Systems training
- Edutech
- ITC cluster teacher development workshop
- Inclusive education
- Explicit Teaching – Anita Archer

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	94%	95%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)													
	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
2013	94%	94%	94%	95%	94%	94%	94%	96%					
2014	94%	94%	95%	95%	94%	95%	94%	94%					
2015	94%	94%	95%	95%	94%	95%	95%						

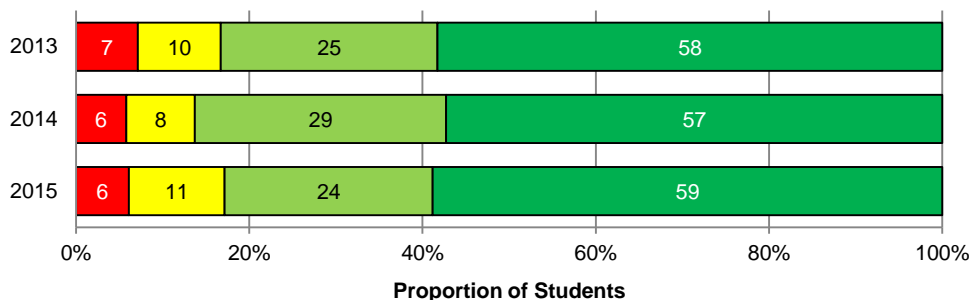
*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total 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 DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

To comply with Education Regulations, parents/guardians are requested to provide a note of explanation if a child is absent or has to leave school early. At Middle Park it was decided that verbal messages are not sufficient, except in cases of emergency and parents are requested to send a note to the class teacher stating the reasons. It is vital to child's education that attendance be as regular as possible. If a pattern of absences has been identified the class teacher, deputy principal or the principal contacts the parent and discuss the reasons for absences by the student. EQ's brochure on "Every day counts" has been a valuable discussion point at these meetings.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading,

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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