

Thornlands State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Thornlands SS has proudly been serving the Thornlands community for over 100 years. It is a great school, harmonizing high quality education with a sense of community, in close proximity to beautiful Moreton Bay. We are proud of our school's achievements and its high standing in the local community.

Our school Vision is- **MORE (Making Our Results Excellent)** – this means ensuring that every one of our students is achieving to their full potential- whatever that may be. We are very proud of the great work that our dedicated, committed staff does each and every day to enact this Vision- with a broad range of extension and support programs operating to enhance learning for all.

We offer a broad range of extra curricula opportunities- including Dance Team, choirs, bands and sport - with key events each year including, the ANZAC ceremony, Prep Fairy Tale Ball, Cultural Evening, Prep Circus, sporting events, school camps, school Musical or Art Show.

Thornlands SS has enjoyed very strong enrolment growth in the last few years with new families citing our exceptional reputation in the local community, as well as our academic outcomes, as their main reasons for choosing Thornlands.

We are a Positive Behaviour for Learning (PBL) School and as such we expect students and parents to support our school values and strive at all times to "Be Safe, Respectful and Responsible". Students at Thornlands are encouraged to participate and strive for their best always.

At Thornlands SS we value teamwork and our extraordinary staff, wonderful parents and sensational students work together every day to achieve the best possible outcomes for all!!

School progress towards its goals in 2015

At Thornlands SS our Vision is: **Making Our Results Excellent (M.O.R.E.)**

For us here at Thornlands this means every one of our students achieving to their potential. We take a very holistic view of our students' potential, so this is not just about academic success- although that is a very important aspect of our school.

The 2015 NAPLAN results are a strong indicator that we are achieving our school Vision.

Whilst this is only one measure of academic success, it is nevertheless a significant indicator of how effectively we, as a school, are ensuring the best possible learning outcomes for all of our students as they move through the school.

Some 2015 highlights:

YEAR 3

- Mean scores similar to the Nation in every Strand except Spelling
- 48% Students in the top 2 Bands for Reading
- 48% students in the top 2 Bands for Grammar and Punctuation
- 41% students in the top 2 bands for Writing
- 48% students in the top 2 Bands for Grammar and Punctuation
- 32% students in the top 2 bands for Spelling
- 36% students in the top 2 bands for Numeracy

YEAR 5

- Mean scale scores **higher than the Nation** in Writing and Grammar and Punctuation
- Mean scores similar to the Nation in Reading, Spelling and Numeracy
- **100% students** above the National Minimum standard in Reading and Numeracy
- 35% Students in the top 2 Bands for Reading
- 46% students in the top 2 Bands for Grammar and Punctuation
- 37% students in the top 2 bands for Numeracy

These results are indeed something to be proud of and are the outcome of the wonderful work that our teachers and teacher aides do in supporting our students' learning. Additional programs such as the "Rally Readers" program in the lower school, made possible due to Great Results funding, are certainly enhancing our ability to provide the best learning opportunities for every student.

Other factors, including the "Thornlands Thinkers" program which extends our most capable students in areas such as Writing and Critical Thinking, as well as a focus, in every classroom, on explicit teaching of literacy and numeracy skills and higher order thinking, have also contributed to these outstanding results.

Another noteworthy observation about our results this year is that the school has **yet again** shown improvement on the previous year, with gains, particularly in the key areas of Reading, Writing and Numeracy.

Future outlook

The Thornlands SS, **Explicit Improvement Agenda for 2016** builds on the good work of the last several years with consolidation of the **effective teaching of reading and writing** being the key focus. Key focus points include:

- ensuring that our most capable students are being extended to the full range of their potential.
- Consistency in the teaching of reading (QAR, Comprehension strategies)
- Consistency in the teaching of writing (VCOP, weekly “Big Writes”)
- Reading and writing goals for all students.
- Development of oral language, vocabulary and phonological awareness to support the effective teaching of reading.
- Consistency in the teaching of number and problem solving.
- Embedding the whole school implementation of Positive Behaviour for Learning (PBL) to enhance children’s abilities as learners.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	686	327	359	26	95%
2014	725	336	389	18	97%
2015	737	341	396	25	95%

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.*

*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:

Our mix of students is mainly Australian and European but there are also families from New Zealand, Asia, South Africa, China and India. In 2015, eighteen students identified as being of Aboriginal or Torres Strait Island descent.

The school has a Special Education Program which caters for a variety of students with such diagnoses as Asperger's Syndrome, Speech Language Impairment, Visual Impairment and Intellectual Disability.

We seek to enhance our students' readiness for school through a range of programs which focus heavily on early intervention, oral language development and speech language support. In 2015 our "Leap into Prep" program enabled Prep students and their parents to experience weekly Prep sessions prior to starting Prep in 2016. This successfully enhanced student readiness for their formal entry into Prep and created stronger links between parents and the school and between the local Early Years education providers and the school.

Traditionally, students come to us from a broad geographic area, with a large number of families citing the reputation of the school in the community as a reason for choosing Thornlands SS.

Enrolment growth has necessitated the implementation of an Enrolment Management Plan since 2014.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	22	22
Year 4 – Year 7 Primary	26	24	16

*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	18	37	42
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

Our distinctive curriculum offerings

HOC (Head of Curriculum) and Year Level teams engage in joint curriculum planning to ensure consistency and quality teaching, learning and assessment across all year levels

Identification of Gifted students using SAGES testing program

“Thornlands Thinkers”- academic extension program for identified students from P-6

Online learning for identified students through BDSE (Brisbane School of Distance Education) IMPACT Booster courses and STEM (Science, Technology, Engineering and Maths)

Cluster Extension Programme in conjunction with Cleveland District SHS

Mathletics, Reading Eggs – self-paced online programs to enhance learning for all

Student Goal Setting and Feedback program in the teaching of reading, writing and number from P-6.

Early Years Intensive Reading Program- “Rally Readers” (Year 1-2) and “Prep Reading Muster”

‘Mini Lit’ and ‘Ollie’ literacy early intervention programs

Year 5 & 6 buddy reading mentors for Year 1 and Year 2 students

Upper School Reading Rotations - focussed and explicit teaching of Reading

Whole School Reading Program with Guided Reading Lessons in every classroom

Ongoing Professional Development for staff – Explicit Teaching of Reading and Writing (Sheena Cameron and Louise Dempsey).

Whole school focus on Maths Problem Solving and Maths Mentals

Camping program (Year 3-7) to support Health and Physical Education curriculum and Environmental Education

Extra and Co- curricula activities

Senior and Junior Choirs with an emphasis on enjoyment, fun and participation (includes numerous public performances)

Concert and Beginner Bands, in addition to the Instrumental Program (Year 4-6)

Guitar and drum lessons and group performances conducted by "Sound Shed" personnel

Strings groups in addition to the strings program (Years 3 – 6) with training and performances

Dance Teams- (junior and senior)- rehearse after school

School Musical (every second year) – involving well over 100 students and staff in drama, singing and dancing

Inter-school Cluster sports days – maximising participation of students in competitive sport

Student Leadership through Student Council, Student Librarians, Backstage Crew, Playground Buddies

Computer Club – operates from the school computer lab

Chess Club

After School sporting activities

Staff involved as regional coaches and managers for basketball and track and field

How Information and Communication Technologies are used to improve learning

100% classrooms have Interactive Whiteboards enabling all teachers access to this 21st Century technology – and increasingly making computers integral to learning through the active engagement of students. In addition the school has three air conditioned computer labs and close to 200 I pads available for small group and whole class learning. I pads are located in class blocks to provide immediate and equitable access for all classes.

Teachers increasingly design their own interactive teaching and learning tools as well as utilising comprehensive online tools. The internet is used as an invaluable research tool with all classrooms being networked. Students from Prep to Year 6 confidently and independently demonstrate their

learning as individuals and small groups, or through whole class lessons in the labs, where again, learning is not only visually stimulating but can connect them immediately to the world of eLearning.

The school has a dedicated ICT specialist teacher who supports the class teachers to develop the skills required to embed ICT across the curriculum. In 2015 all class teachers completed further professional development in ICT including Smartboard, Apple Pages, Apple, Air Play as well as the implementation of an app request register which is run through our library.

All students have access to colour printers which allows them to print published work and students with disabilities requiring BYO Ipads are given access to our school network resources.

Use of various ICT programmes, websites and Apps to complement and enhance learning (including but not limited to Read Write Gold, Fast ForWord, Virtual Classroom, Notebook, Inspiration, Popplet, Book Creator, Garage Band, Study Ladder, Go Noodle, Khan Academy, Spelling City).

Mathletics and *Reading Eggs* have also proven to be highly motivating ways to consolidate and extend maths and literacy learning for all students. These programs allow children to work at their own levels in a fun and exciting way, at school and at home.

Social Climate

Our school Values (as identified by all key stakeholders, through the Quadrennial School Review process) are Excellence, Trust, Respect, Inclusion, Community and Teamwork.

The staff, parents and students of Thornlands work together to build a school culture, based on these values, which is safe, supportive and engaging and one which aims to deliver development of the whole child.

Thornlands is a Positive Behaviour for Learning (PBL) school. As such we have a very consistent, positive and proactive approach to the management of student behaviour across the entire school. Annual external assessment of our PBL approach has confirmed that we are highly effective in achieving this.

Our rules are simple- "As a Learner I will be Safe, Respectful and Responsible". They are known and understood by the whole school community. Every week there is a PBL focus across the entire school and teachers teach the meaning of these rules in various contexts related to the school day.

A PBL team (which is inclusive of parent representation) works consistently to embed and further develop our positive practices in maintaining a positive social environment in which our staff and students teach, grow, play and learn.

Students who are challenged to maintain an acceptable level of behaviour, are supported through individual behaviour management plans, developed through the collaborative work of a range of school personnel and parents, to assist all students to access the curriculum and thereby enhancing learning for all.

The school Support Needs Action Committee works with staff, students and parents to support children with learning needs or personal issues. Specific proactive and intervention programs, as

supported by the school's Guidance Officer, Support Teacher Literacy and Numeracy, Special Education Teachers, Speech Language Pathologist, the school chaplain, school administration and teachers, working as a team with the parent, aim to help the children become independent and self-disciplined learners and enable them to be the best that they can be.

In addition staff have a "Staff Well Being Committee" and parents are invited to participate in the P&C Committee and a range of community events. Parents and staff work together on many joint activities such as the school musical, fete, other fundraising and plans for school improvement. A Breakfast Club operates once a week as part of the chaplaincy support team.

A positive sense of self-identity for all young people is promoted through weekly class awards, NAIDOC Week, ANZAC Day and a range of sporting and cultural events. The school recognises the importance of the promotion of Indigenous self-identity and the relevance of Indigenous issues for the school curriculum.

An understanding of what bullying is, the responsibility of all in response to this type of behaviour, and strategies to address any bullying, is taught regularly and consistently, to enhance responsiveness of all and minimise bullying behaviours overall.

The acceptance, inclusion and support of new students, students of other language and cultural backgrounds within the class and school community and the friendliness and caring that students display to peers, regardless of age and ability, is a pleasure to see.

In 2014 extended absences by key members of the school leadership team and some instability in leadership, into 2015, saw some inconsistencies reflected in some opinion survey feedback. However, the return of stable leadership in Semester 2, 2015 has seen a return to very high expectations and achievement of a positive school climate overall.

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)	97%	88%	91%
this is a good school (S2035)	97%	91%	91%
their child likes being at this school (S2001)	93%	90%	97%
their child feels safe at this school (S2002)	93%	90%	96%
their child's learning needs are being met at this school (S2003)	93%	83%	91%
their child is making good progress at this school (S2004)	100%	92%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	94%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	87%	91%
teachers at this school motivate their child to learn (S2007)	97%	88%	88%
teachers at this school treat students fairly (S2008)	93%	88%	81%
they can talk to their child's teachers about their concerns (S2009)	97%	91%	91%
this school works with them to support their child's learning (S2010)	92%	81%	86%
this school takes parents' opinions seriously (S2011)	92%	79%	76%
student behaviour is well managed at this school (S2012)	89%	77%	86%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school looks for ways to improve (S2013)	96%	90%	84%
this school is well maintained (S2014)	97%	98%	88%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	93%	92%
they like being at their school (S2036)	94%	95%	92%
they feel safe at their school (S2037)	98%	92%	91%
their teachers motivate them to learn (S2038)	97%	99%	93%
their teachers expect them to do their best (S2039)	100%	100%	95%
their teachers provide them with useful feedback about their school work (S2040)	98%	98%	91%
teachers treat students fairly at their school (S2041)	92%	88%	80%
they can talk to their teachers about their concerns (S2042)	88%	84%	85%
their school takes students' opinions seriously (S2043)	82%	86%	81%
student behaviour is well managed at their school (S2044)	83%	83%	73%
their school looks for ways to improve (S2045)	95%	94%	92%
their school is well maintained (S2046)	91%	91%	90%
their school gives them opportunities to do interesting things (S2047)	96%	94%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	93%	100%
they feel that their school is a safe place in which to work (S2070)	98%	96%	100%
they receive useful feedback about their work at their school (S2071)	94%	93%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	94%	91%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	98%	100%
student behaviour is well managed at their school (S2074)	94%	82%	98%
staff are well supported at their school (S2075)	94%	87%	96%
their school takes staff opinions seriously (S2076)	96%	93%	93%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	92%	75%	91%
their school gives them opportunities to do interesting things (S2079)	98%	91%	96%

'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

Very early in the year, the school hosts a series of Parent-Teacher Evenings where parents have the opportunity to meet the teachers, find out about the curriculum and educational trends, look at resources and learn about teaching strategies. The school has two designated face-to-face reporting events but parents are encouraged at all times, through an open door policy, to discuss issues of concern with staff.

Communication is of vital importance and, in addition to class communication letters which are sent to parents each term, the school E newsletter, website, parent workshops, noticeboard and P&C newsletters provide interesting and relevant updates and information. Parents are invited to be on a wide range of committees, including the P&C and many assist in classrooms, on excursions, on camps and with special projects. Many parents connect with their child's teacher via e-mail.

To assist students with diverse needs to access and participate fully at school, class teachers, administration, support staff and parents/carers work collaboratively.

The Student Needs Action Committee (SNAC) meets fortnightly to plan for students who may require further assessment or support. For students working at a different year level, a team of key stakeholders meet to plan the Individual Curriculum Plan. Individual Education Plans for students with a disability are reviewed annually. Education Support Plans for students in care of the state are reviewed each semester. Communicating with parents, gaining consent and ongoing consultation are integral to each of these processes.

Parents are also warmly welcomed and are part of special school community events such as Anzac Day, Cultural Evening, Prep Fairy Tale Ball, Easter Bonnet Parade, Grandparents Day, Family Reading Night, Under 8s Day, Sports days, Graduation, Leadership Ceremonies, Prep Circus, Art Show, Fete and the School Musical.

Periodically, parent workshops are provided by school staff to further enhance parents' understanding of school programs and develop their skills in supporting the learning of their children at home.

The P&C is involved as an integral part of the school's functioning, providing services including the tuckshop and uniform shop and also fundraising as a means to support the school through the provision of additional funds. Fundraising is done via a variety of means including school discos, annual Fun Run, bi-ennial school fete and 5 Cent Frenzy. In addition the P&C is a conduit for parent feedback to help inform school decision making.

Positive relationships with local politicians (Local, State and Federal) as well as a range of local businesses, are maintained.

Close links are being developed with our feeder Early Childhood Education Centres to enhance the transition to school for our youngest students and to establish strong links with new families joining our school community. An extensive "Leap Into Prep" program operates in semester two each year to enable Prep students for the following year to experience a Prep class and get to know their teachers well before they actually begin Prep. This also enables their parents to participate in a range of workshops delivered by school staff to develop the partnership between home and school in supporting the learning of our youngest students.

Thornlands SS is also an active participant in the local cluster of primary schools and neighbouring High School .

Reducing the school's environmental footprint

Water leaks impact on water usage by the school. Pipes are repaired and where possible, plumbing has been upgraded, but water leaks still occur at times. Student awareness of sustainability practices is developing.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	186,214	4,680
2013-2014	238,055	55,390
2014-2015	238,442	7,063

*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.

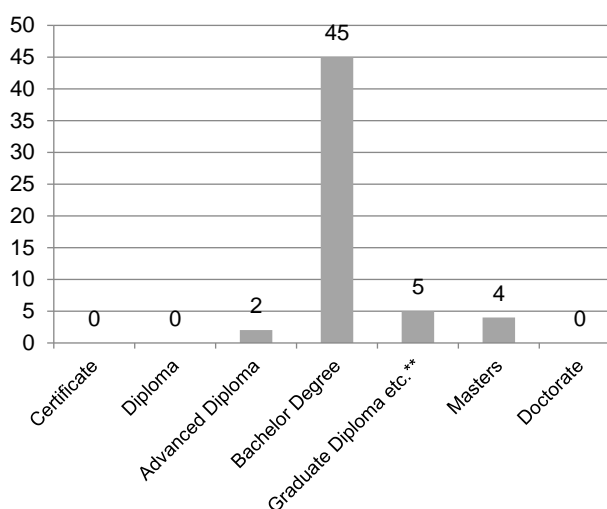
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	56	37	<5
Full-time equivalents	46	23	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	2
Bachelor Degree	45
Graduate Diploma etc.**	5
Masters	4
Doctorate	0
Total	56



*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 total funds expended on teacher professional development in 2015 were \$35 500

The major professional development initiatives are as follows:

Reading comprehension

Curriculum planning days.

Peer Learning Circles – Moderation, Differentiation, Goal Setting, Data analysis

ICT – tools & teacher resources, Learning Place

School Leadership Development

Peer Coaching

Professional Associations and networks – Principal, Deputy Principals, Business Service Manager,

Head of Curriculum ,Support Teacher Literacy and Numeracy

Behaviour Management- PBL

Supporting the ASD child, Discovering Disability and Diversity

Workplace Health and Safety- Manual Handling, Fire Safety, Fire Extinguisher Training

Senior First Aid Qualifications and CPR updates

One School

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%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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

GO

Sector:

Government

Non-government

SEARCH

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).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	90%	90%

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)

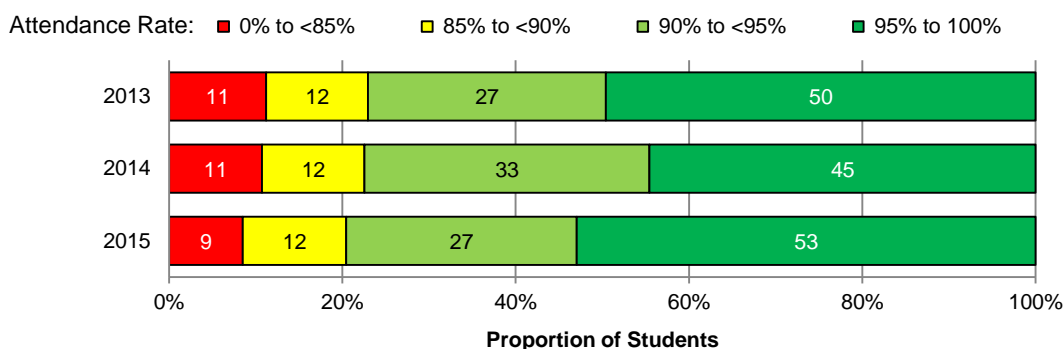
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	94%	94%	93%	93%	92%	93%	91%					
2014	92%	93%	94%	93%	93%	93%	93%	91%					
2015	94%	93%	94%	93%	93%	94%	94%						

*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



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.

Non Attendance is managed in the following ways:

- Parents are expected to contact the school by phone or in writing. The Absence Line is prominently displayed in the newsletter.
- Rolls are marked electronically, by class teachers twice per day; at the start of the day and after the second break.
- After the morning roll marking an SMS message is automatically sent to every parent of students who have unexplained absences on that day, reminding the parents to contact us.
- Attendance data is checked by administration staff.
- Teachers maintain regular contact with parents around student absences.
- If, after three days, there has been no contact relating to the absence, the parents / caregivers are contacted by a Deputy Principal.
- Formal letters from the school are sent once students have repeated unexplained absences.
- The importance of school attendance is regularly published in the school newsletter.
- Meetings with parents of poor attending students are supported by the Guidance Officer, Chaplain, Head of Special Education Services and other administration staff. Underlying reasons are addressed collaboratively where appropriate.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

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 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.