



Pormpuraaw State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Pompuraaw State School is located in the remote Aboriginal Community of Pompuraaw on the Western side of Cape York Peninsula. The school offers classes from Pre-prep to Year 6 for an enrolment of approximately 107 children. There is a heavy emphasis on literacy and numeracy skills with students undertaking 12.5 hours of literacy and 7 hours of numeracy studies per week. The THRASS methodology is used throughout the school for the teaching of reading, writing and spelling skills. All teachers are trained in THRASS and also complete their Advanced Accredited THRASS training course. Local teacher aides work regularly in classrooms to assist teachers and children in their daily tasks. The Active After-School Program runs 2 days per week and is also staffed by volunteer parents and community members. Pompuraaw State School prides itself on the good behaviour and friendly disposition of its children. Visitors often make positive comments about the courteous and helpful nature of the students they meet. We are proud of our school.

The school has a culture of care and of high expectations, inside and outside the classroom

- All students at school every day, learning every day

- All students can achieve high academic results

- Explicit teaching practices within the school enhance the learning climate and tone

- Feedback for learning is valued and practised at all levels

- Student behaviour is tracked on the 'Step and Star Chart' in every classroom

Curriculum delivery is underpinned by highly effective explicit teaching using the Australian Curriculum. School leaders actively coach and support teachers in their skill development within the classroom.

Pompuraaw State School Charter of Expectations

School-wide Pedagogy

Each teacher:

- Builds effective relationships with each student and accepts accountability for each student's learning

- Uses data to inform teaching and monitor student learning

- Plans and teaches each lesson using the Pompuraaw SS Traffic Lights – Explicit Teaching model

- Uses differentiation strategies to cater for students requiring support or extension

- Uses "consolidation" approaches to move student knowledge from short term to long term memory

- Ensures each lesson addresses critical content and learning intentions are measurable

- "Reviews" each lesson to check for understanding of student learning and success criteria was met

Learning Environment

Each teacher:

- Sets a positive classroom learning tone

- Establishes an atmosphere of high expectations

- Uses the Soundfield every day ensuring all children can hear clearly in the classroom

- Focuses on high standards of student bookwork presentation and handwriting (see PSS bookwork policy)

- Regularly corrects student work and provides feedback to each student

- Presents a high standard of classroom display that is relevant and educationally stimulating that students have ownership of. This will change regularly to reflect the learning in the classroom and the 5 weekly journey of C2C content being taught

- Uses data walls to monitor and track student outcomes in literacy and numeracy

- Use the THRASS methodology across all areas of the curriculum embedded in teaching practise

Student Engagement

Each teacher:

- Ensures that each student feels valued and respected by them

- Ensures that each student is given work and other learning experiences at their ability level

- Supports each student to have friends at school

- Engages each student in their progress towards their annual learning goals (which are reviewed 5 weekly)

Principal's Forward

Introduction

This report outlines the growth, development and performance of Pormpuraaw State School. Our school is proud of the achievements throughout 2016 and we acknowledge the hard work of students, staff and parents in ensuring quality outcomes are achieved. Pormpuraaw State School celebrates the integral role parents, staff and the wider community all play in promoting a safe and challenging environment that not only achieves academic results but prepares students for the future when they go away to attend boarding school.

School systems are embedded and documented and shared with new staff who are appointed to the school. These systems are clearly articulated and followed by all staff in a systematic fashion, ensuring consistency with the high staff turn over every two years. A school Ed Studio for staff has been created and is maintained and updated regularly to ensure that all staff can access important documents and resources pertaining to the school. All new staff transferring in have access to a myriad of resources before they even start working on site and this can be accessed via the Learning Place.

School Progress towards its goals in 2016

Priority 1: Improving teaching	
Strategy 1.1	Explicit Teaching Model used for every lesson and Learning Intentions and Success Criteria are made clear to students.
Strategy 1.2	Ongoing curriculum review to adapt/adopt/update C2C units and focus on critical content aligned with Aust. Curriculum.
Strategy 1.3	Monitoring of classroom expectations through CWT's, formal observations of ETM
Strategy 1.4	All staff engaged in coaching/feedback of ETM with Principal twice per Term
Strategy 1.5	Utilise the FNQ explicit teaching coaching package
Strategy 1.6	Classroom profiling and ESCM feedback provided to all teachers twice per year
Strategy 1.7	Employing the FNQ ET coaches to visit twice per term to provide PD to school coaches and teaches
Strategy 1.8	Maintain a commitment to uninterrupted Literacy and Numeracy sessions
Strategy 1.9	Highly effective lessons developed from C2C and Australian Curriculum, adapting and adopting as required
Strategy 1.10	Using FLP's to support curriculum delivery, and clearly evident in daily teaching practise
Strategy 1.11	Prioritise opportunities for all students to participate in meaningful and continuous learning engagement in line with MSSWD/QSIL
Strategy 1.12	All students to have ILP's on OneSchool and reviewed by classroom teacher once per term for literacy and or numeracy
Strategy 1.13	Review existing Pedagogical Framework to ensure alignment with Regional expectations
Strategy 1.14	Use of ITS capability continuum for teacher's self-reflection
Strategy 1.15	NAPLAN strategy – build on successes and address poor performance areas/U2B's strategy – extend more able learners
Priority 2: Refining and embedding data based decision making	
Strategy 2.1	Embed processes to collect a range of whole school data – used to inform further planning and delivery in class
Strategy 2.2	Staff supported to develop data analysis skills to inform teaching practice
Strategy 2.3	Use "Differentiation Turtles" to monitor student progress 5 weekly to support individualised support/extension with QSIL priorities embedded
Strategy 2.4	5 weekly data collection of C2C units and diagnostic/standardised assessment via OS to monitor student progress and discuss with Principal
Strategy 2.5	Data walls and targets consistent with regional benchmarks and set amongst classrooms providing students with ongoing tracking-goal setting
Strategy 2.6	Implement the FNQ Mathematics Assessment Tool
Strategy 2.7	Set benchmarks and targets that challenge FNQ benchmark/targets
Strategy 2.8	Audit data collection for quality, compliance and value-addedness
Strategy 2.9	Establish systems to triangulate A-E data with NAPLAN and PAT data
Priority 3: Refining and embedding Planning and Accountability Systems at all leadership levels	
Strategy 3.1	All Teachers revisit Performance Plans in response to identified priorities
Strategy 3.2	All Teacher Aides develop Performance Plans in response to identified priorities in partnership with head teacher aide

Strategy 3.3	An Annual Professional Development Plan will be implemented, informed by data focusing on literacy and numeracy
Strategy 3.4	Implementation of FNQ Systems on Attendance, Improving Teaching and Behaviour Management
Strategy 3.5	Schedule the administration of the Control Self-Assessment Tool
Strategy 3.6	Address the recommendations of T&L/Discipline Audits scheduled for Term 1
Priority 4: Connecting parents and caregivers with their children's learning	
Strategy 4.1	Celebrate and articulate successes across the school community via newsletters, flyers and daily school assembly
Strategy 4.2	Continue to organise Family Open Days once per term where family have the opportunity to visit the classroom and see teaching/learning in action with the Explicit teaching model being executed
Strategy 4.3	Continue to run a FAFT program run from the school once a week during school terms targeted at 0-4 years
Strategy 4.4	Maintain a relevant and meaningful school website
Strategy 4.5	Teachers will negotiate with parent/caregivers to set up regular opportunities to discuss achievement (i.e. telephone, meetings, class newsletters, interviews, home visits where appropriate)
Strategy 4.6	All staff will engage with parents to discuss and distribute reports cards at our 'Report Card Celebration Day'
Strategy 4.7	Staff will at all times interact in a polite and positive manner with students, families and community members
Strategy 4.8	Liaise with Transition Support Services to ensure all parents of year 6 students are ready for the transition to Junior Secondary by providing ongoing preparation sessions throughout the year
Strategy 4.9	Continue to work through the Responsible Behaviour Plan weekly, linked directly linked to social skilling (whole school approach)
Strategy 4.10	Revisit and review the Charters of Expectations

Future Outlook

2017 Explicit Improvement Agenda

Key Priorities	Targets
1. Community Engagement	<ul style="list-style-type: none"> ○ Nagampe Kuugu Thaawa Mu education reference group meeting ○ Running educational “learning walks” for community members ○ Partnering with community organisations ○ Re-establishing P&C ○ Cultural knowledge programs within school
2. Curriculum Alignment	<ul style="list-style-type: none"> ○ Whole school curriculum plan aligned to the Australian Curriculum ○ Capacity building for teachers and teacher aides through moderation, collaborative planning, observations, coaching and feedback
3. Reading	<ul style="list-style-type: none"> ○ 35-50% of students meeting regional PM Benchmarks: Prep PM9 Year 1 PM19 Year 2 PM23 Year 3 PM27
4. Attendance	<ul style="list-style-type: none"> ○ 90% student attendance ○ 20% < 80%
5. Positive Behaviour	<ul style="list-style-type: none"> ○ Positive behaviour increase through: modelling on Parade, “gotacha” raffle tickets and a 5:1 focus of teachers on the good behaviour comments to negative behaviour corrections

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	93	41	52	91	94%
2015*	81	38	43	80	84%
2016	91	47	44	87	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 2016, there were 16 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

97% of children are of Aboriginal and/or Torres Strait Islander descent. 97% of children have English as their second or third language. Indigenous languages are spoken at home in over 50% of households. The Socio-economic Index is below 600. All children regularly take advantage of the isolation and rugged remoteness surrounding Pormpuraaw to partake in activities such as camping, fishing and hunting.

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	12	13	20
Year 4 – Year 7	14	18	23
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

Heavy focus on reading, spelling, writing and speaking standard Australian English through the application of THRASS methodology.

12.5 hours of English per week.

7.5 hours of maths per week.

Weekly culture club – linked to the attendance strategy

Co-curricular Activities

After School Care - PPAC
 Active After School Program – Pormpuraaw SS
 "Bush Tucker" project - JobFind
 Interschool Rugby League
 Interschool Softball
 Cape York AFL
 Cairns NRL
 Computer Club
 Loom Band Club
 Reading Club
 Origami Lessons
 Vacation Care – PPAC

How Information and Communication Technologies are used to Assist Learning

All classrooms are equipped with Smartboards which are used extensively. I-Pads, Nintendo DS machines, Easi-Speak microphones, Bee Bots and Vado 'Flip' cameras are used regularly by both teachers and students and are incorporated mainly into the English language program. Video and voice recording is used to give students and teachers feedback. There is a fully equipped computer lab and two sets of classroom laptops which are regularly used by all classes. All classrooms are fitted with a 'Sound Field' so students can hear the teacher speaking in an amplified manner and assist with the delivery of curriculum. Fortnightly PD in a box sessions occur to provide teachers with PD via Skype. The PD in a box sessions are flexible and tailored made to suit the needs of teachers PD requests, assisting to deliver C2C effectively using ICT's where appropriate. The school also has Video Linq which is also used for meetings, PD and sharing best practise with other schools in the region. All students from Prep to Year 7 have a digital subscription to Mathletics and Reading Eggs and this is accessed on a weekly basis utilising the bank of laptops and the computer

Social Climate

Overview

Pormpuraaw State School is a happy school. We continue to enjoy very good behaviour from most children. Parents have expressed their approval of the continuing good behaviour. Children are encouraged to make good choices and to help their school mates to do the same. Bullying and teasing is not tolerated in any form.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	93%	100%
this is a good school (S2035)	100%	94%	100%
their child likes being at this school* (S2001)	97%	94%	89%
their child feels safe at this school* (S2002)	97%	100%	89%
their child's learning needs are being met at this school* (S2003)	94%	94%	100%
their child is making good progress at this school* (S2004)	97%	94%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	87%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	88%	89%
teachers at this school motivate their child to learn* (S2007)	97%	93%	94%
teachers at this school treat students fairly* (S2008)	97%	93%	83%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	100%	92%	89%
this school takes parents' opinions seriously* (S2011)	94%	92%	89%
student behaviour is well managed at this school* (S2012)	97%	93%	83%
this school looks for ways to improve* (S2013)	94%	87%	94%
this school is well maintained* (S2014)	100%	93%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	94%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	77%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	94%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	94%
teachers treat students fairly at their school* (S2041)	92%	100%	83%
they can talk to their teachers about their concerns* (S2042)	100%	100%	88%
their school takes students' opinions seriously* (S2043)	83%	100%	78%
student behaviour is well managed at their school* (S2044)	85%	70%	88%
their school looks for ways to improve* (S2045)	100%	90%	89%
their school is well maintained* (S2046)	85%	95%	94%
their school gives them opportunities to do interesting things* (S2047)	100%	95%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	100%	100%
they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
they receive useful feedback about their work at their school (S2071)	94%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	94%	100%	100%
student behaviour is well managed at their school (S2074)	82%	100%	100%
staff are well supported at their school (S2075)	89%	100%	100%
their school takes staff opinions seriously (S2076)	88%	100%	100%
their school looks for ways to improve (S2077)	94%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting	94%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
things (S2079)			

* 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

Twice per term the school holds a parent open day. The parents and families of students are invited to attend the school for a sausage sizzle followed by a session in the classroom. During this session teachers showcase what the students have been learning about and use this as an informal way to chat to parents and show them student work samples. The school also runs workshops on THRASS for parents to demonstrate how literacy is approached whole school. These sessions help parents and gives them a shared understanding of what their children are learning about. Meetings are held to address any issues that arise within the school in a pro-active manner to avoid these issues turning negative. We have had outstanding parent and family numbers attend the cross country, sports day, Easter Bonnet Parade, Domestic Violence Marches (May), NAIDOC Day, Under 8's Day and the Christmas Concert and end of year awards. Every Indigenous staff member is a parent or family member of a child who attends

Respectful relationships programs

Pompuraaw State School is committed to ensuring the highest quality educational outcomes in all spheres of student development. The programs that the school runs are done so with highest fidelity as it is recognized that all students will leave the tight knit community and be going to boarding schools. The respectful relationships and social skills component of their education is the key to their well-being in their new environments.

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	15	13	15
Long Suspensions – 6 to 20 days	1	4	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

During 2014, the school made a conscientious effort to reduce the environmental footprint by turning off all lights and fans before leaving the classroom. Teachers also ensured that they only ran air-conditioning when extremely hot, and often only ran 1 air conditioner as an alternative to having 2 on at the same time. Fridges and freezers that were not being used were switched off over holiday periods in the tuckshop. Banana trees were planted in the school in a pit like formation where any leaves or grass clippings are regularly deposited in the surrounding pit, to act as mulch. This is also helping the community environmental footprint as the school takes less green waste to the local dump. The school oval is only watered early in the morning or very late in the evening, along with general school grounds. The school recycles any aluminium cans within the school and coordinates with the council to send them to the recycle plant. Additional plants were put into the Prep garden to create a cooler area for the students to play under for the future.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	85,868	0
2014-2015	28,830	
2015-2016	103,361	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL

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

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	7	4	<5
Full-time Equivalent	7	2	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	6
Diploma	
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 \$51,815

The major professional development initiatives are as follows:

- THRASS training Semester 1&2
- Nudge Theory for school improvement
- NESA training for RSAS staff
- Whole school Australian Curriculum Development in Cairns

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.	99%	99%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 60% 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).	82%	85%	82%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	85%	82%

*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

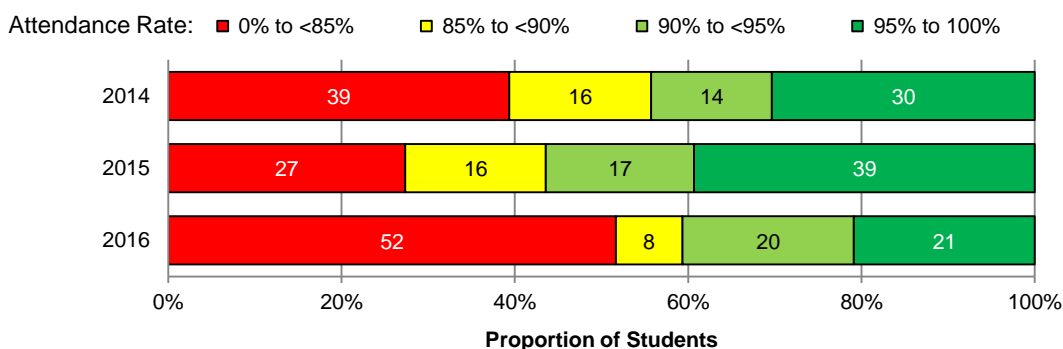
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	78%	80%	83%	81%	85%	84%	83%	81%	100%				
2015	86%	80%	86%	89%	86%	84%	82%	100%	100%				
2016	86%	85%	85%	80%	77%	80%	84%						

*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.

Rolls are marked twice per day (morning and afternoon). At Pormpuraaw State School, we are committed to achieving our school goal of 90% attendance. Absences for which a satisfactory reason has been provided are considered explained absences, and the student's enrolment is viewed as continuous. Undertaking a leisure activity such as shopping, visiting friends and relatives, fishing or camping, is not considered a satisfactory explanation for an absence. An absence for which a satisfactory reason has not been provided is considered an unexplained absence. When a student is absent without explanation for 3 days or a pattern of absences has been identified, Pormpuraaw State School will take the following actions:

Print out letters from OneSchool and send home requesting parents to explain absence(s).

Meet with parents/carers to discuss any issues regarding absence.

At Pormpuraaw State School the consequences or impacts of unexplained or unauthorised absences might include the following:

A letter will be sent home to the family requesting they explain the reason for the absence. The letter is to be returned to the school signed and dated by the parent/carer

A phone call to the parent enquiring about the students absence

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

School name

Suburb, town or postcode

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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.

