



Durack State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Durack State School provides a positive, supportive environment for learning and interacting with others-where all have the right to receive respect, to learn and to feel safe and secure. Serving the multicultural communities of Durack, Richlands and Inala, the school also caters for overseas students through its accredited International Student Program with EQI. We value our culturally diverse community and focus on the provision of inclusive education. In addition to core curriculum offerings, we deliver inclusive education practices, a Special Education Program, Prep and Year 1 targeted oral language and enrichment programs and academic, sporting and cultural excellence. Information and Communication Technology, including robotics and coding, is incorporated in state-of-the-art facilities designed for 21st century learning. Celebration of cultural difference and inclusive practices are paramount to the success of all programs. These support curriculum, teaching and learning, school organisation, ethos and environment, partnerships and services. As a State Showcase Award winner for Inclusive Education and a State finalist in Innovation and Leadership, School of Excellence in Indigenous Education, State Winner Primary School Multicultural Award and with an accredited International school program, Durack State School is delivering its mission of encouraging students to reach their potential within a safe, nurturing, learning environment built on respect.

Principal's Forward

Introduction

Durack is a multi-cultural State School where we aim to provide a positive environment for learning and for interacting with others, a place where we all have the right to receive respect from others, the right to learn and the right to feel safe and secure.

Our school strives to provide high quality educational programs with an emphasis on creating learning environments that are innovative and enriching, that provide for kinaesthetic and visual learning styles while promoting and improving the oral language skills of our students. Extension programs including robotics, coding, research and online learning are now built into the school's daily programs.

Partnerships with our whole school community are crucial to our students' success academically, culturally, socially, and emotionally. Positive participation in our many and varied activities, assists our students to develop a sense of belonging and become life-long learners, while developing active citizenship.

Through our approach our students have every opportunity to become true Durack Dragons – Safe Respectful Learners

School Progress towards its goals in 2016

Initiatives over recent years including State Schools of Tomorrow, National Partnerships, GRG, I4S, joint facility Kindergarten, EQI Science robotics laboratory, Special Education facility and our International Schools program emphasize the school's commitment to improvement.

I4S funding has allowed for highly focused capacity building in literacy and numeracy. Increased staffing has provided strategically targeted intervention, increased access to specialist support, oral language and extension programs.

As we have an accredited International program we have welcomed overseas students to access study at Durack. This adds further commitment to providing a rich learning environment within a multicultural context.

Community confidence continues to grow, responsive to the strong emphasis on improving student academic outcomes within our school setting that recognises and celebrates the importance of belonging.

Our iconic dragon draws upon our whole school approach to school wide positive behaviour, attendance and social and emotional learning.

Community relationships continue to strengthen with further development of new or existing partnerships. Providing culturally connected staff in teaching and liaison roles has assisted in parental engagement while assisting in raising education expectations amongst our families.

Future Outlook

- **Improve student learning & academic outcomes** – as defined by the school pedagogical framework where collegial sharing, planning & delivery is consistent across year levels through a team approach
- **Provide a whole school targeted intervention approach** – responsive to school based academic, SEL and behavioural data and NAPLAN assessment
- **Provide learning environment where teacher capacity building is the norm** – continue to strengthen the depth of knowledge of all staff to meet the schools improvement agenda

- **Build meaningful school and community partnerships** - linking with service & agencies to provide improved educational opportunities to students and professional opportunities to staff
- **Enhance the image of the school within the local and wider community** – by engaging parents, communicating high expectations and achievements of school while promoting school vision

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	552	280	272	47	94%
2015*	553	268	285	51	94%
2016	590	284	306	54	96%

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

Our School community is enriched by cultural diversity, with Asian, Australian, Indigenous Australian, Polynesian, Indian, African and Middle Eastern cultures strongly represented amongst more than 20 different cultures. Religious backgrounds reflect the cultural make up of our students.

Approximately 78% of students are from English Acquisition as a Language/Dialect (EAL/D) background, and many students are born outside of Australia, including Education Queensland International students.

Our school has a Special Education Program, with Special Education teachers supporting students with disabilities within the class context.

Durack State School's population has been steadily increasing since 2000. Moving from 428 in 2010 to a current roll of 591.

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	24	23	25
Year 4 – Year 7	26	28	26

*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

- Literacy and numeracy blocks are delivered by teams as a result of consistent Teacher Aide alignment across year levels allowing for small-group focus
- Programming is differentiated as a result of this alignment
- High Performing students are identified and catered for schoolwide
- High expectations, on-task behaviour and explicit teaching are the keys to our success
- Targeted English programs have been designed to connect students' backgrounds and their life experiences to units of study while building social and emotional learning
- Science, History, Geography, Health and Physical Education, Technology, the Arts, German and Music are embedded in the school curriculum
- Special education program supports students with disabilities through an inclusive approach with special education teachers working with students both in the classroom and in a dedicated learning space including the life skills centre
- EAL/D teachers provide additional support for students from non-English speaking backgrounds
- Our accredited International program welcomes overseas students to study in an Australian school setting

Co-curricular Activities

Academic Extension Programs

- ICAS Competitions Years 2-6
- Inala District Maths Teams Challenge
- Solid Pathways for identified students

Science extension programs

- Scientist in Residence – Scientist from UQ who comes into the school regularly and conducts programs with our students
- Engineers Program supported by AUSENCO
- STEM with Australian Catholic University
- Science Club – lunch program Year 2 – 6
- Robotics and Coding extension program – is timetabled as part of Year 4 extension program along with afterschool robotics club

Music, Dance and Performance

- Cultural dance draws on the cultural background of the students and the strengths they bring to music selection and performance. Students take an active role in developing the program.
- Choir
- Instrumental music is offered to students from Year 5 (brass, woodwind, percussion and strings)
- Keyboarding

Sports & Recreation

- Students are encouraged throughout the school to participate in student and school directed sporting opportunities.
- Cluster sports gala days
- Year 5 camp - Students access a five-day beach camp at Tallebudgera.
- Swimming: Year 4
- PE Program: Prep – 6
- Sporting Schools program
- Chess Club
- Gardening Club

Multicultural Activities

- NAIDOC Day and Multicultural week – Celebrates the diverse nature of our multicultural school
- Cultural Dance program

Religious Instruction: Classes are offered

- Christian: Years 1 - 4
- Buddhist Religious Instruction: Year 2 - 6
- Islamic Prayer group

Library program

- Lunch program Prep – 6

Social and emotional programs

- Chaplaincy program
- Friendship Club
- Celebration days – attendance, behaviour, academic effort

Transition Programs

- Launch into Life at Logan- partnership with Griffith University for Year 6
- Secondary Transition program with Glenala State High School
- Partnerships with local Early Years Centres- including the onsite C&K Kindergarten

How Information and Communication Technologies are used to Assist Learning

Interactive white boards/screens are installed in all classrooms, the computer pod, library, intervention centre, staff room and music room (total of 29). All classrooms have wireless internet access, and attached withdrawal areas, each housing a pod of computers. A separate computer laboratory is attached to the library along with a media room for video technology.

The development of computer pods throughout the school allows for flexible and equitable use of computer technology. Students are encouraged to use word processing, graphics, presentation, research and publishing software to create reports, spreadsheets and other documents which demonstrate their learning outcomes across the KLAs, developing the necessary computer skills as needed for the particular task.

iPad technology is accessible across all classes and through the special education program and EAL/D programs. Students have moved from being consumers of technology to creators e.g. applications to create movies, code computer games and program robots. iPads are being used extensively in the embedding of STEM across the school and to support an extension program for senior students.

Students from Years 4-6 can engage in digital technologies during the Term 4 curriculum free choice day (Mad Monday). Digital presentations are regularly developed by classes for the viewing of the whole school- these may be linked to excursions, curriculum events or promotional activities.

All Prep Year students have access to XO tablets.

Bandwidth has been significantly increased to cater for the growth in technology across the school.

FM audio systems have been installed in the classrooms and the music room to ensure all students can access verbal instructions with ease. This measure supports the health and well-being of school staff as well.

The school hall supports performance with elaborate audio and visual staging equipment. A Tech Team comprising Year 6 students is skilled in the weekly use of the schools audio visual system to support the running of the school assemblies and other main events. This includes the development of the presentations and the running of the hardware.

Social Climate

Overview

School Wide Positive Behaviour Support underpins the whole school ethos that 'Durack Dragons are safe, respectful, learners'

Our school community has collaboratively developed a whole school approach that provides a positive environment for learning and for interacting with others where acceptance of difference is the norm and bullying is unacceptable. Social and emotional learning are being embedded into the school program. Additional resilience, health and wellbeing programs include

- Play is the Way
- Targeted resilience, health and wellbeing programs
- Chaplaincy provides targeted programs offered to students to support resilience
- Friendship Club – Alternative play program which assists students with social skilling and self-esteem activities through interactive games program
- Breakfast Club/Parent Room Program – The success of this program provides the opportunity for all ages to mix in a positive manner while enjoying a healthy breakfast. Community, staff and student volunteers make this program a success and donations of breakfast items from local businesses are greatly appreciated
- Life Education: Prep. – Year 6
- Leadership Program – Is a very successful program where all students in Year 6 take on roles that contribute to the successful running of the school. Opportunities for students to represent the school e.g., Young Leaders, Opening, ANZAC service etc.

Through the long term successful implementation of SWPBS, the school has been recognised twice as State Showcase finalists for our success developing a strong sense of identity and belonging, drawing on our iconic dragon which is embedded across all areas of the school. We have state, interstate and international visitors seeking direction and inspiration in their own journey with this.

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)	99%	96%	94%
this is a good school (S2035)	100%	98%	93%
their child likes being at this school* (S2001)	100%	100%	95%
their child feels safe at this school* (S2002)	99%	100%	94%
their child's learning needs are being met at this school* (S2003)	99%	98%	93%
their child is making good progress at this school* (S2004)	99%	98%	93%
teachers at this school expect their child to do his or her best* (S2005)	99%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	99%	98%	93%
teachers at this school motivate their child to learn* (S2007)	99%	96%	92%
teachers at this school treat students fairly* (S2008)	99%	98%	91%
they can talk to their child's teachers about their concerns* (S2009)	99%	100%	96%
this school works with them to support their child's learning* (S2010)	98%	98%	92%
this school takes parents' opinions seriously* (S2011)	96%	94%	90%
student behaviour is well managed at this school* (S2012)	94%	93%	94%
this school looks for ways to improve* (S2013)	100%	98%	96%
this school is well maintained* (S2014)	100%	100%	97%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	100%	97%
they like being at their school* (S2036)	100%	100%	96%
they feel safe at their school* (S2037)	100%	98%	92%
their teachers motivate them to learn* (S2038)	100%	100%	98%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	96%
teachers treat students fairly at their school* (S2041)	96%	97%	89%
they can talk to their teachers about their concerns* (S2042)	95%	97%	90%
their school takes students' opinions seriously* (S2043)	100%	99%	93%
student behaviour is well managed at their school* (S2044)	96%	98%	93%
their school looks for ways to improve* (S2045)	98%	100%	99%
their school is well maintained* (S2046)	98%	100%	96%
their school gives them opportunities to do interesting things* (S2047)	95%	100%	99%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	96%	96%
they feel that their school is a safe place in which to work (S2070)	94%	95%	98%
they receive useful feedback about their work at their school (S2071)	89%	91%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	90%	88%
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	96%	93%	98%
student behaviour is well managed at their school (S2074)	91%	89%	94%
staff are well supported at their school (S2075)	89%	91%	92%
their school takes staff opinions seriously (S2076)	88%	89%	88%
their school looks for ways to improve (S2077)	94%	96%	96%
their school is well maintained (S2078)	100%	98%	98%
their school gives them opportunities to do interesting things (S2079)	94%	98%	98%

* 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

Students demonstrate a strong belief in the school, where a sense of belonging is evident. There has been an increase in parental engagement while our staff continues to display a strong team spirit. This level of trust that is evident across the whole school environment has led to improved educational outcomes for our students.

Parents are welcome to join the school community in a number of ways. These range from the Parents and Citizens Association (P&C) to our Wednesday playgroup program, volunteer program and community events.

P&C co-ordinates monthly meetings that explore activities that will enhance student outcomes through community involvement, fundraising, tuckshop organisation and volunteer programs. A number of community events include Durack's Multicultural Week celebrations and culminating concert, sports days, dance, graduation and captains' induction program.

Classroom volunteers are encouraged and supported by the Deputy Principal.

Information sharing with the community is achieved in a number of ways. These include the school web site, school signage, transition programs, class meetings, student reports and the school newsletter. The school endeavours to provide as much information as possible in a number of languages including English and Vietnamese. The flagship of parent school communication, however, is our Communication Book. Introduced in 2014, this book is provided to every student to take home daily. Information contained in this book includes everything from term dates and calendar events to a daily indication of how each child's day went. This book provides opportunities for both parents and staff to engage in regular communication and within its pages holds a wealth of information and memories for each student.

Respectful relationships programs

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

The continued long term implementation of SWPBS at Durack SS has led to the development of a safe supportive school environment. This process has seen the development of school wide universal systems, supported by Classroom Problem Solving Teams and the specific introduction of a dedicated social skills program. The program chosen by Durack, Play is the Way, supports ACARA in the development of self and social awareness and management along with resilience. Its main focus is on the development of self-mastery.

The school participates in safety awareness programs such as the Daniel Morcombe Foundation, including walking in the annual "Day for Daniel" walk with other local primary and secondary schools. The Life Education program is offered every year, including the provision by the school of Life Education's "Let's Talk About It" program for Years 5 and 6.

The school Inclusion Committee prioritises targeted intervention for students who may need additional support around interpersonal understandings. The Friendship Club and Gardening Club are both examples of proactive support programs that build student engagement while working alongside one another. Where necessary, appropriate external agencies are engaged to support students.

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	48	35	28
Long Suspensions – 6 to 20 days	0	0	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

Sustainability has always been of significant interest to Durack State School as past winners of regional Green and Healthy Schools awards over the years.

With the rebuilding of the school under the State Schools of Tomorrow initiative, consideration was directed to developing an environmentally friendly site utilising, for example, building placement, light timers, energy saving light fittings, cross ventilation and water tanks. 21 solar panels were installed to assist with electricity production. Students and staff can monitor electricity usage on the 'solar schools energy monitoring website'.

The school's Garden Club has developed an environment which engages a large number students in propagation, planting and harvesting. The students in turn sell produce to staff and parents as a sustainable program.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	157,776	1,028
2014-2015	159,633	722
2015-2016	159,146	538

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

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

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	41	34	<5
Full-time Equivalent	37	21	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	6
Graduate Diploma etc.**	6

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	28
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 \$50765.58

The major professional development initiatives are as follows:

Capacity building is a key strategic goal at Durack State School. Action research and university links along with the employment of the Head of Curriculum, Numeracy Coach, Master Teacher and Speech Pathologists, and up-skilling staff as facilitators has led to delivery of professional development to colleagues in an environment that is based on trust, which leads to sustainability.

The major professional development initiatives are as follows:

- Faces on the Data - EQ initiative
- RoleM Maths – Action Research – Numeracy Coach
- Vocab acquisition – SLP & Master Teacher
- Robotics & Coding - HOC
- Prep action research – Master Teacher
- Curriculum cafes – Leadership and Teacher expertise
- Collegial sharing – Teacher expertise
- Coaching - leadership team
- Collegial mentoring program – EQ coaching and mentoring program – Trained mentors

One of Durack's strengths has always been the willingness of staff to identify personal pedagogical capabilities and share good practice. This is evidenced through the preservice mentor program, curriculum cafes, collegial sharing and mentoring.

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

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	97%

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).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	89%

*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%.

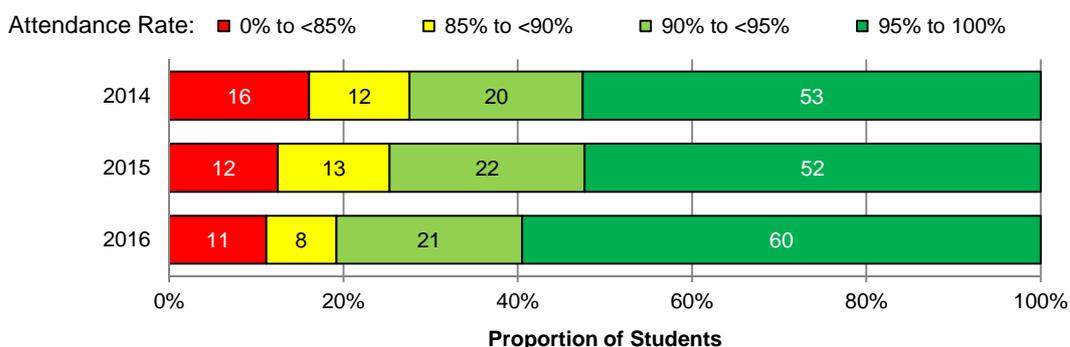
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	92%	93%	93%	94%	94%	94%	93%					
2015	92%	93%	93%	94%	93%	96%	94%						
2016	92%	94%	94%	94%	94%	95%	95%						

*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.

Durack State School endorses "Everyday Counts" that is 'every child in every class learning and achieving'. Our expectations are that students arrive on time and are seated in classes at 8:55am and remain until 3:00pm. This is communicated through enrolment information, open days and newsletters. Rolls are marked at the beginning of the day and again after lunch. These are checked daily by the administration staff who follow up with families including by automated text messages and follow up phone calls.

Failure to meet attendance expectations will result in communication between school and home. This will be achieved through phone communication, letters, Police Liaison Officer visits and, where necessary, notifications.

Strategies employed to increase attendance include

- Celebration of attendance at the end of each semester with our On Time Breakfast cooked for students who attend school on time by the Principal and Deputy Principal.
- End of term publication of attendance in the Communication Book
- Stickers for 100% at the end of each term – awarded by Principal/Deputy
- 100% attendance certificates at the Annual Awards Assembly.
- Aboriginal and Torres Strait Islander 93% attendance is celebrated through the Elder program and contributes to scholarship program.
- Class awards for 100% weekly attendance
- Recognition of 100% attendance of a class on the first day of every term
- Principal challenge of year level attendance on assembly

Students seeking leadership positions must have a level of attendance of 90% or higher in year 5 to be eligible for the role. This expectation is communicated to students through their schooling.

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.

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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.