

Mackay North State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

It is 102 years since North Mackay was opened with enrolments of 68 students on 23 March 1915. The school experienced a period of growth as the North Mackay area grew and, as further schools opened, the population has moved away, leaving a smaller community. Currently the school caters for Prep to Year 6 as well as a Special Education Program and has had an enrolment of approximately 430 children for many years now.

Mackay North prides itself on the quality education that is offered through our strong academic focus. While we offer students a full range of learning experiences we don't deviate from the fact that our number one priority is student academic growth and improvement. All children are encouraged to do their very best in all academic pursuits. Teachers set high expectations for students and willingly assist them to meet these expectations. We have an extensive Literacy and Numeracy Program.

Every child has access to computers. While we offer extensive support programs for students who need extra assistance with their learning, we also offer extension programs for students who excel in academic areas. Our school offers a REM (reteach, maintain, extend) program for students in Years 2,3,4,5 and 6. This program allows all students to receive additional teaching and learning support at their personal learning level. Students also have the opportunity to participate in academically challenging events like Opti-MINDS, School Spelling Bee, school interhouse general knowledge and mathematics competitions.

Sport has always played a large part in Mackay North and we are represented each year by a number of children in a variety of sports. Many of our children have gone on to regional, state and national competitions in a variety of sports.

A strong focus on music has produced one of the few primary school recorder marching bands in the district. Each sector of the school (junior and senior) has a choir and they are encouraged to participate each year in the local eisteddfods. The school focuses on performing arts and has a Drama group which performs in such events as Wakakirri. Our performance groups have amassed an extensive trophy collection that is on display in the school foyer.

Tradition in our school is evident by the naming of the school as a Rats of Tobruk School. Students are encouraged to participate with the community in the regular Rats of Tobruk Ceremonies and student leaders are expected to assist in conducting these ceremonies. Our school presents a Spirit of Rats of Tobruk award to a Year 6 student each year.

Our Responsible Behaviour Plan for Students echoes our school motto, 'Learning, Caring, Sharing', in that we expect students to be responsible for their actions and to accept consequences for mistakes. We have developed a community behaviour accord which outlines the shared responsibility we all have for student behaviour and it also outlines the student behaviours that will not be tolerated by our entire community. All of our behaviour management structures are designed to support children in making the right choice about behaviour. Mackay North State School prides itself on working closely with all children and their families in order to achieve the best academic outcome. We do this in a supportive, caring way ensuring that all children experience not only academic success, but also whole of person growth during their primary school years. Mackay North State School - a great place to be!

Principal's Foreword

Introduction

Welcome to Mackay North State School.

Our school has a great reputation as a friendly school that has maintained its traditional old school charm. We are proud of our happy, well-behaved students; our strong, supportive parent community; our dedicated, highly skilled staff and our old school atmosphere.

While we have maintained our traditional charms we have been steadily improving our school facilities and can provide our students with modern learning aids. We aim for the highest possible standards in Literacy and Numeracy. We aim to be a school that gets these basics right. We have a very strong sense of social justice, which is evidenced by the whole school relationship with our Special Education Unit Services.

If you ever have the opportunity to support the P&C, please do so either by attending meetings or by supporting their fundraising ventures. We are always ready to listen to your concerns and suggestions, so if you need to discuss an issue, please don't hesitate to contact us. The purpose of this report is to give the reader an overall view of the 2016 school year at Mackay North State School. This report has snapshots around all facets of school life, including; student, parent and teacher satisfaction with the school, student academic and extra-curricular achievement and involvement, and future directions for the school. By reading this report you will gain a representation of life at Mackay North State School.

Copies of this report can be accessed in a number of different ways. These include; direct link to this report from our school website (www.macknortss.eq.edu.au), hard copy format available at the school office or by request have the report emailed directly to you.

School Progress towards its goals in 2016

Over the course of 2016 our school goal was the improvement of all students' Reading Comprehension, spelling and Writing ability. This goal was progressed to a large extent through a rigorous and consistent teaching and learning approach to reading comprehension and writing. 100% of students either improved or maintained their reading comprehension and writing ability as per internal monitoring assessments. During the course of 2016 our school staff continued to build upon the successes of the previous year.

During 2016 we continued to develop our school Writing program to help improve student's writing skills. Our Year 2, 3, 4, 5 and 6 students undertook Mighty Minds writing tasks each term to give our staff a deep level of knowledge in identifying gaps in students writing skills. We are looking forward to implementing a more in-depth and targeted writing skill development program during 2017.

Future Outlook

2016 will see continued focus on writing, consolidating skills and specifically improving sentence structure, punctuation and spelling in context. Consistent data collected through 5 weekly writing 'grabs' will be used to inform teaching and set individual student goals.

Our explicit improvement agenda for 2017 will target writing and number. Key drivers for success will include:

- Strengthening the teaching and learning from Prep-6 by focussing on enhanced pedagogy, skills, knowledge and strategies in writing and numeracy. Particular focus on the explicit teaching, consistency of practice, continued moderation of summative assessment and the sharing of best practice.
- Provision of intensive teaching focussed on key priorities, of writing and number. Students will be supported at their learning level through the employment of additional learning support staff to ensure every child is receiving support at their learning level.
- Strengthening staff leadership density across the teaching staff, through the expectation that staff take the lead in providing professional learning content in four focus areas. These areas are: curriculum, pedagogy, student engagement and staff welfare.
- Introducing a STEAM (Science, Technology, Engineering, Arts and Mathematics) afternoon each term to encourage students to consider these area as pathways to future studies.
- Introducing a reading afternoon each term to remind and encourage students to enjoy reading for the pleasurable and stimulating activity it is. This afternoon is reinvigorate the love of reading everyone should have.

We will continue working with staff from other schools to strengthen relationships, participate in moderation of student work and share best practice. To further enhance and enrich the learning opportunities for the students who attend MNSS, we will continue to maintain and enhance our school/community engagement programs.

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	390	197	193	73	92%
2015*	380	195	185	86	90%
2016	395	205	190	85	90%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The whole school is comprised of 48.2% male and 51.8% female students. These percentages remain reasonably constant. Student continuity was not as high as we would wish, however, destination records show us that the majority of students who departed our school was due to families moving away from Mackay city to other towns and cities. Our school has 21.5% of Aboriginal and Torres Strait Island students. We also have approximately 12% of our students who are attached to our Special Education Unit. All of the Special Education students are part of mainstream classroom groups.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	22	25
Year 4 – Year 7	23	27	25
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

- All 8 KLAs (English, Mathematics, Science, History, Geography, The Arts, Health and Physical Education, Technology and Languages Other Than English-Japanese) are offered in Years 1 to 6 (LOTE yrs. 4 – 6 only). Our curriculum was informed by the Australian Curriculum and a number of key Education Queensland policies.
- We offer two distinct transition programs for students. Ready Set Go program – offered to “pre-prep” aged students to introduce children and parents to the requirements of PREP. Transition of any high school for students with special needs. Both of these programs operation in second semester and offer students smooth transition to their new learning environments.
- LOTE – Japanese language is taught to all years 4 and 6 students.
- Special Education program – catering for students with Intellectually Impairments, Autism, Speech Language Impairment, Visual Impairments and other students identified as having specific needs.
- Instrumental music programs – brass, woodwind and percussion and strings. Offered to students with weekly tuition.
- A junior and senior choir also rehearses and performs. Instrumental and Choral Concerts to celebrate our students achievements and talents occur twice per year.
- Marching and standing Recorder Band – participates in weekly performances and also school and community celebrations including the community Anzac Day Parade.
- What you want to be program – a distinctive approach to learning and behaviour. A school specific values program. The strategies are used for all students.

Co-curricular Activities

- Creative Extension programs such as; Optiminds, Wakakirri, Strings program, Brass/Woodwind program, Recorder Marching Band and choral singing are offered to students from most year levels.
- A whole school camping program.
- Each term the school offers extra-curricular activities linked to the curriculum and house spirit; events such as Interhouse Mathematics, Interhouse General Knowledge, Interhouse Spelling Bee, Interhouse Public Speaking and Lip Sync Competition.
- Students have all sporting opportunities available to them up to State Representation. We also offer a school Netball for students in Yrs 2, 3, 4, 5 and 6.
- Each year our student council looks to participate in one major fundraising event that supports the wider community.
- Club Basketball and Netball are available to students in after school programs.

How Information and Communication Technologies are used to Assist Learning

ICT focuses with the provision of a minimum of 4 PCs in every classroom, a mini lab of 5 PCs in the library and a computer lab of 29 machines. During 2016 all year levels accessed online and networked ICT software to enhance and engage their learning. These included programs like Reading Eggs. Specific year levels accessed more specialized software such as Moviemaker and Audacity.

All teachers have a personal laptop that is used for curriculum development and communication and all classrooms have an Interactive panel for teaching. All teaching staff use these personal laptops daily in order to enhance classroom lessons and maintain communication with colleagues.

Social Climate

Overview

During 2016, our school maintained its focus on high behaviour expectations of all members of the school community. This continued strong focus has meant the student behaviour has either remained steady or improved in all sectors of our school, according to our school opinion survey data. The backbone of the program is clearly stated expectations and an unwavering commitment to appropriate behaviour being demonstrated by all. Our school communication books and School-Community Behaviour Accord together is the cornerstone of this success. During 2016, we continued our “What You Want to Be” program, a school developed values program. This program was well received by the whole school and it will continue in 2017.

Student ratings for “fair treatment” and general happiness with this school rated above state and like school means. This was very rewarding for the staff.

As a whole school community we take bullying, in any of its forms, as a serious behaviour. Our School-Community Behaviour Accord highlights bullying as the number 1 on the list of behaviours our school will not accept at our school. To assist students in the understanding of bullying all students are instructed in the use of the High 5 strategy as the first step in taking a stand against bullying. Students who participate in bullying behaviour (directly or indirectly) have to make restitution to their victim.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	96%	96%	92%
this is a good school (S2035)	96%	96%	100%
their child likes being at this school* (S2001)	98%	93%	92%
their child feels safe at this school* (S2002)	98%	90%	92%
their child's learning needs are being met at this school* (S2003)	96%	97%	92%
their child is making good progress at this school* (S2004)	94%	97%	96%
teachers at this school expect their child to do his or her best* (S2005)	98%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	97%	100%
teachers at this school motivate their child to learn* (S2007)	96%	93%	100%
teachers at this school treat students fairly* (S2008)	98%	93%	91%
they can talk to their child's teachers about their concerns* (S2009)	96%	96%	92%
this school works with them to support their child's learning* (S2010)	96%	96%	96%
this school takes parents' opinions seriously* (S2011)	96%	97%	91%
student behaviour is well managed at this school* (S2012)	96%	93%	87%
this school looks for ways to improve* (S2013)	100%	96%	96%
this school is well maintained* (S2014)	94%	96%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	97%	95%
they like being at their school* (S2036)	93%	97%	95%
they feel safe at their school* (S2037)	95%	90%	90%
their teachers motivate them to learn* (S2038)	89%	98%	96%
their teachers expect them to do their best* (S2039)	94%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	92%	90%
teachers treat students fairly at their school* (S2041)	90%	91%	93%
they can talk to their teachers about their concerns* (S2042)	92%	88%	89%
their school takes students' opinions seriously* (S2043)	90%	88%	87%
student behaviour is well managed at their school* (S2044)	83%	86%	85%
their school looks for ways to improve* (S2045)	93%	95%	93%
their school is well maintained* (S2046)	91%	97%	87%
their school gives them opportunities to do interesting things* (S2047)	93%	96%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	97%	98%
they feel that their school is a safe place in which to work (S2070)	97%	97%	100%
they receive useful feedback about their work at their school (S2071)	92%	94%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	90%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	97%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	97%	95%
their school takes staff opinions seriously (S2076)	97%	97%	95%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	89%	94%	93%
their school gives them opportunities to do interesting things (S2079)	100%	97%	92%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our school enjoys support from our parent body and local community. Our students are well supported through volunteer contributions in all aspects of school programs. It is a feature of the school that community events are held regularly and are valued through high attendance. These include (amongst other events: Welcome Back Dance, Twilight Concert, bi-annual Queensland Day Cooking Competition, school concert and school Fair).

As a school we offered a number of school events that involved various year levels. Events like our Christmas Carols evening, Queensland Day Cooking Competition and School Concert are whole of school events. There were also events that were tailored to specific age groups. Events like; Under 8s Celebrations, Junior and Senior sports days and the swimming carnival.

Communication with parents and community is through the school website, Skoolbag app, school notice board, fortnightly newsletters, the weekly assembly and twice yearly parent teacher interview, which complement the issuing of formal report cards for each student at the end of each semester. Annual events, such as Final year Graduation ceremony and the Awards Ceremony also provide opportunity for communication and celebration.

Respectful relationships programs

Respectful relationship across the school is one of the core values we work to instil in all students. This occurs in a number of ways. Firstly our school motto – Learning, Caring, Sharing are principles that are widely discussed and enacted by our students and staff. Students are encouraged to think of others who make up our community through various fund raising ventures and donations to community groups each year. Secondly our school has a whole school values program called “What you want to be”. This program identifies key personal characteristics our school believes builds responsible future citizens. Students participate in whole of school explanation and examples of these values as well as in class focus lessons conducted by classroom teachers. Three weekly focuses are placed on students’ understanding and learning how these values impact on their lives. Thirdly, our Responsible Behaviour Plan for Students is based upon the ABCs of Emotion, that to understand behaviour you need to understand the emotion behind the behaviour and then build a person’s character through acknowledging and “fixing” their mistakes. Finally our school offers periodic whole information sessions conducted through HPE classes and weekly parades identifying relationship expectations and our personal responsibility to others through our relationships.

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	19	9	7
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	1
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

We have run an awareness campaign with staff informing them of the real cost of electrical consumption with in our school, and encouraging staff to assist in energy saving measures. Signage has been placed in all rooms to encourage fans, air-conditioners and lights to be turned off when leaving the room. As a school community we are always investigating ways to manage our environmental impact.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	169,242	2,122
2014-2015	201,704	1,355
2015-2016	187,792	713

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

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	33	17	<5
Full-time Equivalents	27	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	28
Diploma	
Certificate	1

*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 \$18,871.30.

The major professional development initiatives are as follows:

- All staff - ongoing inservice on aspects of the teaching of spelling and number.
- All staff – teachers and teacher aides have completed Code of Conduct, Student Protection, Internal Controls, Asbestos management, Curriculum Activity Risk Assessment and Workplace Health and Safety professional development.
- All teaching staff and some ancillary staff – Anaphylaxis (Epipen), Asthma, Epilepsy and Diabetes
- Specific teaching staff - Classroom Profiling
- Specific teaching and ancillary staff - Understanding ASD-Teaching Strategies & Behaviour Support
- Specific teaching staff - NAPLAN Writing

- All teaching staff - Interschool Professional Discussions afternoon, sharing of best practice.
- Specific teaching staff - Peer Reviewer Training
- Specific teaching staff - Speech, Sound Pics Approach to Phonics/Spelling
- All teaching staff – working with Pedagogy Coach developing pedagogical practice and strengthening consistency of teaching of spelling and number.
- Specific teaching staff - Asbestos Management training.
- Specific teaching staff - ICT workshop
- Specific ancillary staff – cleaner training

- All teaching staff - Interschool Professional Discussion relating to the moderation of writing samples
- Specific teaching staff – Communities of Practice.
- Specific teaching staff - HPE Conference
- Specific teaching staff – School administrator’s conference.
- Specific teaching staff - State-wide HOSeS meeting
- All staff - Diabetes Management Training
- Specific ancillary staff – School auditing processes
- Specific teaching staff - Regional data management
- Specific teaching staff - Prep writing
- All staff - Professional Development, covering the Explicit Improvement agenda for 2017, including strategies for improving the teaching of writing, spelling, understanding of number and mathematical problem solving.

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.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% 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).	92%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	92%	91%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

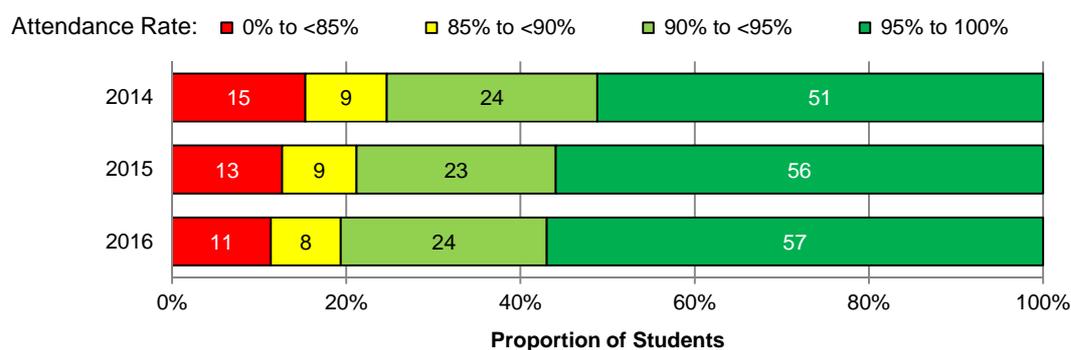
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL								
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	93%	91%	91%	93%	93%	94%	91%	92%
2015	92%	96%	93%	93%	95%	92%	93%	
2016	95%	94%	95%	93%	93%	95%	92%	

*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.

Mackay North State School takes regular attendance at school as a serious matter. We understand there will be circumstances that will occur during the school year that will make attendance impossible. However, the expectation of the school is that all students should have maximum attendance at school in line with the compulsory education requirements of persons under the age of 16. In order to track student's attendance, class rolls are marked twice daily. In 2016, the school maintained the system whereby the parents of students not present at morning roll marking were telephoned by our attendance officer in order to ascertain their whereabouts and absence reason. This has seen a reduction in the unexplained absences and increased attendance.

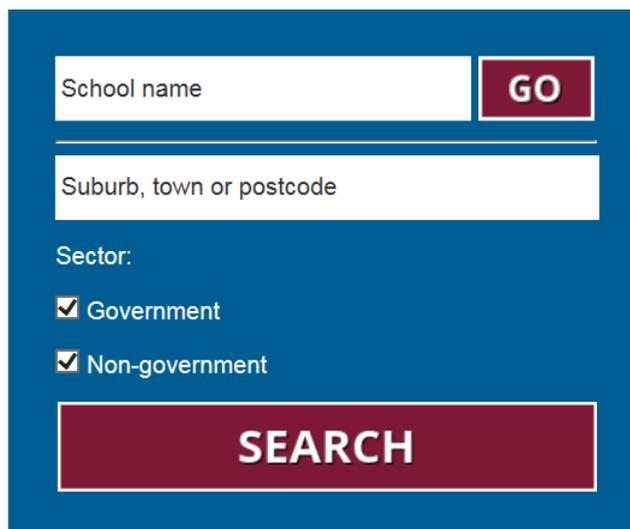
The school also maintained procedures around late attendance so that better data could be gathered to manage this situation. Teachers take special note of extended absences by students and ensure the administration staff is made aware of this non-attendance. Once the administration is notified of these absences, there are processes in place to contact parents directly to ascertain the reason behind the absences. If a student's absence level is unacceptable, all Education Queensland guidelines are followed. In 2016 we continued to celebrate class attendance awards each week and 100% attendance for each term and the full year were introduced to further encourage attendance. This has been very well received and will continue in 2017.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a maroon "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large maroon button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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