



Rochedale State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Rochedale State School is a co-educational State School situated on the south-eastern outskirts of Brisbane, nestled in semi-rural surroundings yet a mere ten minutes from the city centre. Servicing the needs of students from the local area and surrounding suburbs, our school has a current enrolment of approximately 970 students. Rochedale State School has established an outstanding reputation as a leader in the education of students within the local community. Our mission is to ensure that Rochedale State School, as part of the global community, is committed to developing active, compassionate and lifelong learners. Central to the philosophy of our school is the development of inquiring, knowledgeable and caring young citizens who respect their own and other cultures.

The commitment of the Rochedale State School community to this philosophy saw our school become an accredited member of the prestigious International Baccalaureate Organization's Primary Years Program in 2010. Rochedale is the first state primary school in Queensland to offer this program, with all other Queensland International Baccalaureate schools being private schools. This program has helped further develop and reinforce the positive school environment found at Rochedale which is underpinned by our values of respect, responsibility, co-operation, consideration, fairness and honesty.

At Rochedale State School the focus is on each child as an individual. We value an inquiry-based curriculum which reflects real life experiences in meaningful contexts. Through these contexts, combined with our school's values and community partnerships, students develop the attributes of a life-long learner. Furthermore, the progress of each student at Rochedale State School, in the areas of Literacy and Numeracy, is not only monitored by each class teacher every term, each individual's results are reviewed by our Principal. Not only does this provide important feedback to students and parents, it also assists teachers to develop teaching programs to suit the needs of every student.

A whole school approach to improving reading and comprehension skills has contributed to the excellent results achieved by our students. With the slogan, 'Every child, every night, reads', Rochedale has highlighted the importance of reading, and motivated the students to fulfil the aim of our motto. The introduction of our own superhero – Captain Readit – has enthused our younger students into becoming avid readers. Such is the value placed on reading, every child, in conjunction with their teacher, has a personal reading goal which he/she has decided upon and which is reviewed every ten weeks.

At Rochedale, we take a holistic approach to the education of our students, with the academic, sporting and cultural facets of education being focussed on. To this end, the students participate in a variety of academic activities, competing in external academic competitions as well as other programs such as OptiMind Challenges and Readers' Cup Challenge. Integral to Rochedale's approach are the support programs conducted by our Head of Curriculum and Learning Support Teachers to enhance the Literacy and Numeracy skills of our students who require some support.

Rochedale State School has both a Junior and Senior band which have been successful in achieving awards and accolades for their performances. Participation in 'J Rock' presentations has also allowed our students to participate in a variety of cultural activities. Our growing 'Strings' program, as well as Junior and Senior choirs, reflect the value placed on the creative arts. Our school's commitment to this area is further underscored by the fact that a Performing Arts complex has been created.

Sporting opportunities are also fundamental to our school's balanced programs. With impressive facilities such as three oval areas backed by bushland, a swimming pool, cricket practice nets, floodlit tennis and netball courts, a dedicated gymnasium, basketball court, softball court and adventure playgrounds, the needs of our students are well catered for. In addition, students compete in a range of interschool sports throughout the year.

At Rochedale we pride ourselves on the close community ties we have developed. An extremely supportive Parent body and P & C association have seen our fully air-conditioned school modernised and the learning environment of our students truly enhanced. Our open-door policy has seen Rochedale State School develop close ties with the broader community.

With our focus on the whole child and the development of each individual in all areas of the curriculum to produce a life-long, internationally minded learner, we proudly hold on to our school motto, 'Always Our Best'.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

Every year, State Schools across Queensland issue an Annual Report outlining the achievements of the previous year. This report identifies the growth, development and performance of Rochedale State School in 2017. It provides insights into our school's improvement agenda, program development, teaching and learning improvements, community partnerships and the goals and standards achieved by every student. Our community is extremely proud of the standards being attained by our students in all key learning areas in all year levels. In partnership with our community, Rochedale State School, as a part of the global community, is committed to developing active, compassionate and lifelong learners. Integral to our philosophy is the development of inquiring, knowledgeable and caring young



citizens who respect their own and other cultures. In addition, the school and community are focused on ensuring our students live and breathe our motto, 'Always our Best', in their academic, sporting, social and cultural endeavours. On behalf of the school staff, I would like to say we are very proud of the achievements of Rochedale State School, our students and parent/community perspectives as outlined in this report. We plan to maintain our commitment towards continual improvement and look forward to even greater success in 2018.

### **Future Outlook:**

Rochedale SS has three inter-related focus areas in 2018 as follows:

1. Further develop our student success as strategic reading
2. Instigate a whole of school approach towards student differentiation
3. Introduce an inquiry based approach

Reading is the foundational skill needed to be a successful learner. The school has rewritten its reading program and reset data monitoring initiatives to allow individual student goal setting to take place. The initiative allows the school to track individual students as well as whole cohorts and this sharp line of sight provides opportunity to tailor reading strategies that will target student needs.

The use of additional Team Teachers for each Year level has allowed classroom teachers to access support, expertise and time to address the specific learning needs in the classroom. This latest initiative has already shown positive outcomes through tracking student progress.

An inquiry approach to learning aligns neatly to the philosophy of the International Baccalaureate and the school has developed its own version that has been adapted from learning cycle/action research models. The students will engage in this model and develop reflective practices that will allow students to be skilled critical thinkers.

In particular, we aim to achieve:

1. 100% of Year 5 students above NMS across all NAPLAN domains
2. 50% of students in U2Bs for Reading in Year 5
3. 65% of students in U2Bs for Reading in Year 3
4. 50% of students in U2Bs for Spelling in Years 3 and 5
5. 50% of students in U2Bs for Numeracy in Years 3 and 5

(NMS= National Minimum Standard in NAPLAN standardised testing)

(U2B= The upper Two Bands as a percentage indication of high performance in NAPLAN testing)

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	926	474	452	20	98%
<b>2016</b>	968	495	473	19	98%
<b>2017</b>	957	477	480	24	98%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### Characteristics of the Student Body

#### Overview:

Rochedale State School is a co-educational school which caters for children from many and varied backgrounds, ability levels and cultures. Situated on Rochedale Road, our school is surrounded by farms and large estates providing a quiet rural setting within Brisbane City. Much of this land is now being redeveloped for new housing estates and our catchment area is responding to the growing housing estates. While traditionally over 90% of students who attend the school did not live in the immediate catchment area, this is changing rapidly with more children moving into our new housing areas. Many of our new catchment families have an international background with students of Asian, and particularly South Korean, heritage making up a large proportion of new enrolments. The school's enrolment demand has steadily climbed over the past five years and demand for placements far outstrips our capacity. Even with the loss of Year 7 to High School in 2015, our school is on target at around 970 students in 2018, which is currently our full capacity. The school is enrolment managed and priority for enrolments is given to children within our catchment and siblings of current students. Parents have high expectations of our school in regards to their children's learning and behaviour and their support of our school through the P&C and other avenues is very high and passionate.

## Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	24	23
Year 4 – Year 6	27	27	26
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Rochedale State School is authorized to offer the International Baccalaureate Organization's Primary Years Program (PYP) that is globally orientated. This framework is student centered, is underpinned by inquiry and has an emphasis on the deeper concepts behind learning and not just the surface content. We are the only state primary school in Queensland to offer this program. Our curriculum aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Each Year Level offers transdisciplinary inquiry units built around six organizers: Who We Are; Where We Are in Place and Time; How We Express Ourselves; How the World Works; How We Organize Ourselves; Sharing the Planet. The National curriculum in English, Mathematics, Science, History and Geography is incorporated in the units of inquiry in tandem with the Queensland Essential Learnings in the key learning areas of: Technology, The Arts, Health and Physical Education and Languages Other Than English.

Rochedale offers two different languages other than English from Year 2. Students study either French or Chinese (Mandarin) depending on their year of enrolment. All Year 1 students in 2017 studied French and they will continue this through to Year 6. In 2018 students in Year 1 started their study of Mandarin.

School Assessment is in line with systemic expectations. Parents and carers are provided reports of their children's progress four times a year. Oral interviews are offered at the end of Terms 1 and 3, and written reports are sent home at the end of Terms 2 and 4.

Co-curricular Activities Our students are able to participate in a wide range of extra-curricular activities designed to support and extend the students in every field of endeavour. Many of these activities require the assistance and involvement of a range of community groups and organisations. These activities include, but are not limited to:

- External competitions in Mathematics, English and Science
- Optiminds, Maths Olympiad, Maths Teams Challenge
- Senior and Junior Choir
- Instrumental music lessons including, woodwind, brass, percussion and strings. Keyboarding and guitar/ukulele.
- Music, Acting and Dance (MAD) performance training
- Swimming including - learn to swim; squad training; swimming club.
- Sporting clubs including netball, AFL, basketball and tennis
- Camping program - Year 4, 5 and 6

School special events including: Chinese New Year; Under 8s' Day, School music concerts; MAD (Music, Acting and Dance) performances; School Fete; Walk-a-thon; Rochedale Challenge; Rochedale Showcase.

### How Information and Communication Technologies are used to Assist Learning

- The P&C invested into school technology throughout 2017. This money was directed to ensure every classroom had appropriate IT resources.

- Rochedale has been self-funding an ICT teacher Coach whose role is to help other teachers integrate ICT as part of their daily program. This program has proved successful for staff and has continued in 2017.
- Interactive white boards are used in every classroom across our school and are being progressively updated
- iPads and laptops are available to all year levels and are used in many classrooms to enhance the learning.
- The internet is used extensively for research and learning, with teachers using a multitude of web based learning sites to increase mathematics, reading and spelling skills.
- Wireless internet connections have been provided in all of the general learning spaces and the Resource Centre (Library)
- Students are using the IT infrastructure to develop their skills in electronic communication such as emails. Many classrooms use emails to communicate with each other and home and several classrooms are using virtual classrooms for homework and communication with families.
- Digital and video cameras are used throughout the school. Our school web pages provide a snapshot of our school and examples of our children's work for not only our local community, but world-wide.

## Social Climate

### Overview:

Rochedale State School caters for children from many and varied backgrounds, ability levels and cultures. We cater for all students within our catchment area and offer learning within a global context ensuring our students are well placed to be global citizens of the future.

Our school provides a number of services and strategies to enhance the well-being of our student population. Such examples include:

- Learner Profile; Caring, Knowledgeable, Open Minded, Inquirer, Risk Taker, Balanced, Communicator, Thinker, Principled and Reflective. These attributes of life-long learners are embedded in our units of inquiry.
- School Chaplain
- Kids Hope - a World Vision Program offered by a local church.
- Student Council
- Support Teacher Literacy and Numeracy
- Special Education Program Teacher
- Guidance Officer
- Visiting specialist teachers to support children with needs in behaviour, hearing, vision etc
- Before and After school care. Vacation Care
- Transition to Prep program

Our school's IB philosophy underpins our school learning and provides an accepting and tolerant learning environment for everyone within our school community. Professionalism and respect are the key stones of our school.

Parent and student satisfaction with our school is 90% plus across all aspects of the survey with nearly 100% of students surveyed in 2017 indicating they feel safe at our school.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	99%	97%	97%
this is a good school (S2035)	96%	96%	97%
their child likes being at this school* (S2001)	96%	98%	97%
their child feels safe at this school* (S2002)	98%	97%	97%
their child's learning needs are being met at this school* (S2003)	92%	97%	93%
their child is making good progress at this school* (S2004)	93%	94%	94%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school expect their child to do his or her best* (S2005)	99%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	94%	94%
teachers at this school motivate their child to learn* (S2007)	94%	94%	94%
teachers at this school treat students fairly* (S2008)	97%	94%	92%
they can talk to their child's teachers about their concerns* (S2009)	98%	94%	94%
this school works with them to support their child's learning* (S2010)	97%	96%	91%
this school takes parents' opinions seriously* (S2011)	94%	90%	86%
student behaviour is well managed at this school* (S2012)	94%	92%	92%
this school looks for ways to improve* (S2013)	98%	98%	91%
this school is well maintained* (S2014)	97%	96%	99%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	97%	97%
they like being at their school* (S2036)	100%	94%	95%
they feel safe at their school* (S2037)	99%	100%	97%
their teachers motivate them to learn* (S2038)	100%	98%	97%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	95%
teachers treat students fairly at their school* (S2041)	95%	96%	94%
they can talk to their teachers about their concerns* (S2042)	95%	92%	90%
their school takes students' opinions seriously* (S2043)	98%	92%	91%
student behaviour is well managed at their school* (S2044)	96%	93%	93%
their school looks for ways to improve* (S2045)	100%	95%	99%
their school is well maintained* (S2046)	99%	97%	97%
their school gives them opportunities to do interesting things* (S2047)	99%	93%	97%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	98%	92%
they feel that their school is a safe place in which to work (S2070)	96%	100%	98%
they receive useful feedback about their work at their school (S2071)	92%	86%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	93%	77%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	96%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
student behaviour is well managed at their school (S2074)	96%	98%	90%
staff are well supported at their school (S2075)	90%	86%	76%
their school takes staff opinions seriously (S2076)	91%	81%	69%
their school looks for ways to improve (S2077)	98%	95%	86%
their school is well maintained (S2078)	98%	98%	100%
their school gives them opportunities to do interesting things (S2079)	85%	86%	73%

\* 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

Rochedale State School has an 'Open Door' policy and welcomes parent involvement with the school and their child's education. At the beginning of the year a Parent -Teacher Information Session is held where the teacher gives an overview of the curriculum for the year, the organisation of the class is discussed, procedures explained and parents are informed of excursions etc. Formal Parent - Teacher interviews are held in Term One and Term Three where the academic and social development of each student is discussed. Teachers are happy to meet with parents at other mutually agreed upon times during the year.

Other avenues for parent involvement include:

- P&C Association: Rochedale State School has an extremely active and supportive Parents and Citizens (P & C) Association that always welcomes new members. Through our P&C we raise much needed funds for equipment, resources and computers and major projects like our annual Fete are big money raisers. The P&C is consulted on important school decisions and supports the school principal and teachers in building a positive school culture.
- Tuckshop/Uniform Shop and ROSHCA are all subcommittees of the P&C and the school is always looking for volunteers to keep these valuable services running.
- Classroom Helpers: Many parents volunteer their time as classroom helpers, either directly through their child's teacher or through one of the programs we run to assist children with learning difficulties.
  - A parent rep and P&C rep also sit on our School Council providing a community perspective to this strategic body.
- Celebrations: Parents are always included in our celebration of student learning with many school and classroom special events during the year
- Children with special needs are supported through our Learning Support or Special Education programs. When significant adjustments are made to these students' programs parents are consulted and participate in this decision making process to ensure children have full access to school activities.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These include offering sessions to parents and families on cyber safety and puberty and adolescent development. Our GO and Chaplin provide the hub of our pastoral care while each classroom teacher explicitly teaches skills around identifying and reporting unsafe actions. Additionally teachers are regularly trained in the Child Safety processes and are continually informed about their responsibilities to report any suspicion of student harm.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	4	3	12
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The increase in electricity use and total charge from 2012 -2013 to 2013 - 2014 is not a reflection of ineffective school programs, but rather an increase in cost of living/inflation, the installation of air conditioning across all school facilities, increased technology use in classrooms and an increase in school size leading to more classrooms being used – 890 to 960 students over 5 years. That said we have worked hard at reducing our environmental footprint and even though our school continues to grow we have reduced our water consumption in recent years. The school is looking to replace traditional lights with LED lights which are much more environmentally friendly and we have worked to reduce our water consumption with the extensive installation of water tanks. Students are involved in a Waste Warrior program that targets reducing rubbish required for landfill and next year will introduce a school wide recycling program.

Other programs to help reduce the school's environmental footprint include:

- Solar panels on building roof linked into our power system

- Turning off lights, computers etc. when not in use

- Shut off times and pre-set temperatures for air-conditioners.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	330,133	2,956
2015-2016	388,031	1,622
2016-2017	403,941	5,081

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

GO

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	64	27	<5
Full-time Equivalents	57	18	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	8
Bachelor degree	51
Diploma	3
Certificate	0

\*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 2017 were \$68 397

The major professional development initiatives are as follows:

- Teaching of Reading
- Maths problem solving
- IBO Conceptual learning
- IT and IT pedagogy
- Writing moderation
- Assessment and reporting
- Team planning sessions

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	91%	87%

\*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 2017 for all Queensland Primary schools was 93%.

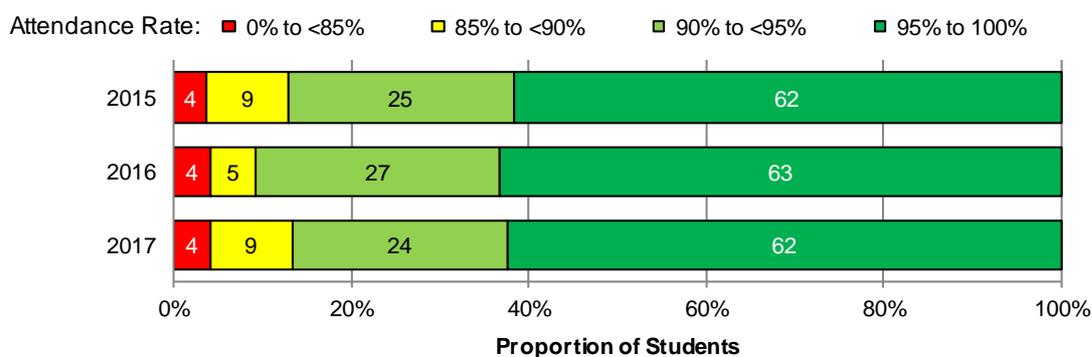
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	95%	94%	93%	95%	95%	96%	95%
2016	95%	96%	95%	95%	96%	96%	95%
2017	95%	95%	95%	95%	94%	95%	95%

\*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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

After a period of three days unexplained absence the school makes contact with the family. Attendance is then monitored by class teacher and Admin and any future absences followed up. If a child continues to be absent from school we try to work with the family and support agencies to ensure the child returns. In these cases the required notification to authorities is made and the formal department procedures are also enacted.

## 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 r