



# Benowa 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



## Contact Information

Postal address:	314-358 Benowa Road Benowa 4217
Phone:	(07) 5510 4333
Fax:	(07) 5597 3826
Email:	principal@benowass.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	The Principal

## School Overview

Welcome to the beautiful Gold Coast and Benowa State School, which positions itself in the hub of the life and vitality of what Gold Coast living is all about. This is an amazing school that prides itself on not only quality education for all students but of equal importance the well being of the whole child in every way. We believe strongly preparing students for success in whatever pathways they desire, connecting them into various secondary programs of excellence across the Gold Coast, especially into Benowa State High School where the majority of our graduating students continue their education.

We are truly blessed at Benowa with significant cultural diversity. Nearing 50% of the school population with English as an Additional Language or Dialect, this blessing brings to us is the capacity to develop and nurture cultural harmony and cultural interdependence. One of the great strengths for our way of life at Benowa is recognising the critical importance of valuing difference in our school ethos.

Benowa State School is also a school dedicated to excellence in The Arts. Our students have access to String and Concert Band Ensembles as well as various Choirs providing opportunities as early as Grade 3. Our dedicated team of teachers in the arts have developed a highly sought after program. Many more students desire to enter the program than we have places for.

The compliment of staff at this school make up an ideal diversity of ages, gender and life experiences building a richness and quality of learning environments as your child passes through from Prep to Grade 6. I am truly overwhelmed by the depth and desire of our professional team of teachers and their support staff to make a significant contribution to shaping the best educational environment for our students at Benowa. They depict the very notion of 'lifelong learners' – modelling to students that learning is everybody's business. Our staff also provide a range of extra-curricular initiatives including dance, technology, sport and chess.

Our vision is simple – to Empower Lifelong Learners. The word empower speaks greatly to us, because it alludes to the great strength of character, confidence, capability, self-worth and partnership we believe our students will have when they leave us at the end of their primary education.

Our mission therefore articulates what we will see in our students. It states that:

We grow self-directed, disciplined and passionate learners with

- curiosity and creativity
- integrity and authenticity

Through

- collaborative partnerships
- consistent commitment to well-being

## Principal's Foreword

## Introduction

This report provides an overview of a snapshot of our school's performance and activities for 2017. If you have any questions about the content contained in this report, please do not hesitate to contact the school.

### School Progress towards its goals in 2017

The school's priorities were organised under the following key priority organisers.

#### Empowered Teaching

##### Early Years P-2

Throughout the year the school progressed specific development of our Early Years Framework with the continuance of Early Start, the embedding of Age-Appropriate Pedagogies, additional resourcing for early year's classrooms and Play is the Way. The staff were fortunate to experience 2 days of modelled instruction by Dr Anita Archer, assisting in our continued work on Explicit Teaching.

##### Senior School Years 3-6

The first year of a 2 year action plan for Rigorous Reading was implemented with detailed fidelity, the continuation of work around the teaching of writing and working with Explicit Instruction alongside Dr Anita Archer.

All professional learning is supported through a broad range of coaches and mentors to support literacy and numeracy teaching. Digital technology has continued to infiltrate through classroom practices with sensible adaptation of iPads and Laptops in classrooms to support collaboration and research.

#### Empowered Programs

The continued development and growth of the school Pedagogical Framework was the key priority, linking critical programs into it. In 2017 we included a Problem Solving Program, STRIVE Program and Vocabulary Program. The big ticket item for our school this year was the development of a five year Digital Technologies Action Plan we commenced with a company called Scope IT whereby all teachers and students would be involved in learning opportunities around coding and robotics.

#### Empowered Learning

Key areas for professional learning initiatives included Anita Archer (Explicit Instruction), Innovation (through the text 'Innovator's Mindset'), Inquiry Teaching (through the text 'Power of Inquiry'), Age-Appropriate Pedagogies, Play is the Way and Mindfulness.

#### Empowered School

Our major building project for 2017 saw an \$800,000.00 renovation to B Block where we had the opportunity to co-create with Education Queensland learning spaces dedicated to improved agility. Further infrastructure to support teaching came in the form of four outdoor learning areas aligning F Block and E Block. The P&C were huge contributors to a lovely outdoor communal area aligning the tennis court to the value of \$16,000.00.

On our sports fields we were able to extend our sports shed facility to allow for increased equipment to support our vast sporting programs together with some ground work to improve the eroded space around this facility.

Early in the year we also began Stage 1 of the property fenceline project, building a new 2.1m high fence on two sides of the school. This project is hopefully due for completion by the end of 2018.

#### Empowered Partnerships

Our partnerships with local high schools continue to grow, especially with Keebra State High School. Students continue to work on programs offered through Keebra and also Benowa State High School. These areas include STEM, Music and Digital Technologies.

The second powerful partnership formed was that of the 3B's Neighbourhood Network, led by our Deputy for the Junior School Mrs Detta Lange. This network serves to unite all the local early childhood services together in collaborative partnerships to forge a common understanding, approach and direction to early education in our local community.

### Future Outlook

As we head toward 2018 there are many more exciting plans on the horizon as we march our school toward such strong and promising futures. These are capsulated in the table below:

Focus Area	Description	Outcomes
Empowered Teaching	2 <sup>nd</sup> year of Rigorous Reading Action Plan  Play is the Way (engaging consultant Wilson)  Age-Appropriate Pedagogies	All teachers will have undergone detailed coaching for the teaching of reading  Student wellbeing initiative focusing on building responsible citizens and relationships

		All teachers P-1 fully trained and access to coaching
Empowered Programs	Phonological Awareness Program	All P-2 staff trained and program implemented
Empowered Learning	Professional texts “ The Writing Revolution” “The Third Space”	Application of theory of texts into school programing and personal wellbeing. The Writing Revolution to dovetail into the work of explicit teaching of writing (Dr Anita Archer) and the Third Space to support the wellbeing of all staff in balancing work and life.
Empowered School	Facility plans for 2018 include <ul style="list-style-type: none"> <li>• Stage 2 of fencing project</li> <li>• Hard Cover area through Sun Smart Grant</li> <li>• EQi Subsidy Grant for International Student Program</li> <li>• School signage in hall and around school</li> </ul>	To continue to lift school profile and image to promote that public schools are great schools.
Empowered Partnerships	Becoming an International Student Program school	Working toward becoming a strong international school on the Gold coast.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	867	413	454	26	94%
<b>2016</b>	894	439	455	26	96%
<b>2017</b>	905	436	469	24	95%

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

Benowa State School is a culturally rich community with students identified from many cultural and national backgrounds. Over 46% of our students have a language other than English background and 3% of our students are indigenous. Benowa is characterised by middle to upper socio-economic status and the school has an ICSEA rating of 1065 with the average Australian school being at 1000.

### 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	23	22	23
Year 4 – Year 6	26	28	27
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Our curriculum is based upon the Australian Curriculum for English, Maths, Science, HASS, The Arts, Health and Technology.
- Our Language other than English is French for students in years 5 and 6.
- Our school uses a range of online learning tools to support student achievement. These include: Mathletics, Reading Eggs, Maths Seeds blogs, wiki's, The Learning Place and Weebly Education. Frequently used apps include See Saw, Explain Everything and Scratch Jrn
- We have a digital technology teacher who works with all students and teachers from Prep to year 6.
- We have a strong instrumental music and choral program for students in years 3 to 6.

- We have a Science specialist teacher for years Prep to year 4.
  - The learning curve program focussing on personal development, leadership skills and belonging skills in years 3 to 6
  - Play is the Way is implemented in Prep to 2.
  - Age Appropriate Pedagogies in Prep and Year 1
  - Year 4 students embark on Entrepreneurial education
  - Incursions and excursions across all year levels
  - Specific Dance lessons run by Footsteps dance for all years
- PAT Reading and PAT Maths for all students in years 3 to 6

## Co-curricular Activities

Benowa State School offers a wide variety of extra curricula activities that develop the interests of our students. These include:

- Auditioned school choirs from years 2 to 6 students
- Stage band for students in years 5 to 6
- Junior and concert bands for years 5 to 6 students
- Choral participation in QLD Youth Music Awards
- Band and string participation in regional instrumental camps
- Gold Coast Eisteddfod – choral, instrumental and strings
- Benowa Voices participation in the Currumbin ANZAC day dawn services.
- Sexual health and relationship program for years 5 and 6
- Scientific, technological, engineering and mathematical learning (STEM) club
- RAP program that links in with Benowa High School and Keebra Park High School
- A 4 day leadership camp at Maroon Education Centre for year 6
- Camps in years 4 and 5
- Participate with Queensland Academies in year 6
- Participation in Somerset Literature Festival
- Student leadership program providing opportunities for year 4 to 6 students
- Sports programs include opportunities to compete in a range of sports at school, district and regional level
- Activities led by the school chaplain including Go N Run, Starfish Club, lunch time activities, empowered girls self-esteem group for years 4 to 6 students
- Before and after school activities.
- ICAS for students in years 3 to 6

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

Benowa State School has made an undertaking through a 2017-2020 Action Plan to employ a Digital Technologies coach to work full time modelling lessons and coaching teachers in the Digital Technologies Syllabus for the purpose of all teachers becoming confident in their full implementation of Coding and Robotics by 2021.

Our specialized facility is fitted with its own WAAP, 15 laptops and 15 iPads. The room also houses a huge collection of robotics kits geared to various age groups and capabilities. These kits are available for loan to classrooms as teachers become more confident in their use and application.

## Social Climate

### Overview

Benowa's school climate is driven by the broad range of programs and initiatives we run from year to year. Due to the very diverse cultural make-up of our school clientele, such programs as Harmony Day, NAIDOC Celebrations and International Study Tours offer our students a wonderful lens into the world of culture.

Our focus on school wellbeing is driven by a range of special initiatives namely, our Buddy Bench program, three days of Chaplaincy Service and the multitude of clubs that offer students a broad range of activities to be involved in during their breaks as an alternative to the range of traditional play break programs.

A significant part of our social climate is the school wide approach being utilised to support all learners. Our school has been working towards inclusive practices by channelling all of our support resources into classrooms for teachers to use within their teams to ensure all students can belong to the school community, engage purposefully in learning and experience success.

Below is an outline of some of the views given by the community, students and staff about school performance in a range of areas including school climate and wellbeing.

## 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)	95%	94%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this is a good school (S2035)	94%	95%	93%
their child likes being at this school* (S2001)	100%	97%	95%
their child feels safe at this school* (S2002)	97%	98%	93%
their child's learning needs are being met at this school* (S2003)	92%	98%	92%
their child is making good progress at this school* (S2004)	94%	95%	91%
teachers at this school expect their child to do his or her best* (S2005)	95%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	90%	89%
teachers at this school motivate their child to learn* (S2007)	92%	92%	92%
teachers at this school treat students fairly* (S2008)	89%	97%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	91%
this school works with them to support their child's learning* (S2010)	95%	94%	91%
this school takes parents' opinions seriously* (S2011)	86%	89%	90%
student behaviour is well managed at this school* (S2012)	76%	95%	86%
this school looks for ways to improve* (S2013)	94%	97%	95%
this school is well maintained* (S2014)	68%	90%	88%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	93%	96%	93%
they like being at their school* (S2036)	94%	97%	96%
they feel safe at their school* (S2037)	93%	95%	95%
their teachers motivate them to learn* (S2038)	98%	97%	97%
their teachers expect them to do their best* (S2039)	100%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	94%	93%	95%
teachers treat students fairly at their school* (S2041)	86%	93%	86%
they can talk to their teachers about their concerns* (S2042)	86%	92%	84%
their school takes students' opinions seriously* (S2043)	90%	90%	85%
student behaviour is well managed at their school* (S2044)	81%	89%	85%
their school looks for ways to improve* (S2045)	96%	98%	99%
their school is well maintained* (S2046)	88%	87%	89%
their school gives them opportunities to do interesting things* (S2047)	88%	94%	90%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	97%	100%
they feel that their school is a safe place in which to work (S2070)	97%	97%	100%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they receive useful feedback about their work at their school (S2071)	90%	94%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	88%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	94%
staff are well supported at their school (S2075)	93%	94%	94%
their school takes staff opinions seriously (S2076)	96%	88%	88%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	72%	89%	91%
their school gives them opportunities to do interesting things (S2079)	100%	97%	97%

\* 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

Benowa values encourages active community engagement within our school. Throughout 2017, in partnership with the school leadership team, the school and community have successfully engaged through the active operation of the P&C, meeting on the 4th Wednesday of each month in the school year. This partnership has included working collaboratively on planning and enacting school events, and confirming the school calendar of events prior to the end of the previous year for the New Year. This has allowed for continued clarity around operational procedures including communications:

- Benowa Facebook page
- SMS messaging service (for absences)
- QSchool app
- Email distribution
- Webpage communication
- Class distribution lists
- QParents

The P&C continues to be an active contributor to our school newsletter each fortnight sharing the great successes that occur as a result of their involvement in our school.

One significant event planned for the beginning of the year is a Meet and Greet session during teacher professional learning days in January, allowing for teachers, students, families and the P&C to come together in a friendly, more relaxed atmosphere allowing students to re-engage with the school prior to the official start.

While face-to-face parent discussions are expected to be a regular part of the ongoing partnership that naturally occurs in the school, Benowa has established a formal parent-teacher interview process that is instigated twice per year – end of Term 1 and end of Term 3. This is a designated opportunity to ensure that, on at least 2 occasions each year, class teachers can formally engage in discussion with parents, regarding their child's progress at school.

Parents are also welcome as partners-in-learning within classrooms that can avail themselves of this voluntary arrangement.

The school's central location results in the ability to form strong partnerships with local community businesses and entities.

These range from:

- Coles in Benowa Gardens and Benowa Village
- Zarrafas
- Stella Rossa
- Royal Pines
- Benowa State High School
- Keebra Park State High School
- Queensland Academies
- Three Bs Early Years Neighbourhood Network
- Koala Joey's Early Years Program
- Act for Kids
- PCYC Ashmore
- St Kevin's Catholic Primary School
- Apple Australia
- Botanical Gardens

Our students and teachers actively engage in a range of community events and competitions with both public and private schools from the Gold Coast. Our students regularly perform at the local ANZAC days, three weeks of eisteddfods, LOTE events and competitions. The students were successful in winning the Regional Cup in 2017.

## Respectful relationships programs

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

At Benowa State School, several programs are utilised to create a focused curriculum to provide students with the skills and knowledges required to ensure that they are contributing successfully to a safe, supportive environment. In the early years these include Play Is The Way, the Act for Kids program *Learn to be Safe with Emmy and Friends* protective behaviours program, and the Daniel Morcombe Curriculum. In the senior years, the Learning Curve program is implemented to develop healthy, positive, resilient students, and select year levels are also involved in the Daniel Morcombe curriculum. Each year, the school embraces the opportunities to be involved in significant, nationally recognised activities including Bullying. No Way!, and Harmony Day.

The school Chaplain works with a number of students and provides support through an Empowerment afternoon for girls and a Strength afternoon for boys. A radiance program is offered to year 4 and 5 girls that focuses on healthy and positive friendships and the Police Citizens Youth Club (Ashmore) work with a number of our students through programs such as Drumbeat and Team Up.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	21	9	10
Long Suspensions – 11 to 20 days	0	1	0
Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Continued water leaks that occur from year to year still burden the budget with payments for excess usage. Continued work is being undertaken with Education Queensland to help reduce the frequency of these incidences.

A reduction in power usage is being handled through ensuring that lights and fans are turned off during periods of time when rooms are not in use. In saying this, Benowa State School, compared to the Statewide average, demonstrates a very successful low use of power by comparison.

In terms of paper consumption, in 2016 a new series of photocopies were brought into the school with double sided paging being the default setting and a significant reduction in duplication allowances for all teachers. Expectations are for further uses of digital technologies to overcome the ongoing need for a paper dependent learning environment. These current levels of duplicating limits will not be negotiated up in the near future. Teacher pedagogy is responding well to these new limits.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	161,606	1,642
2015-2016	170,746	
2016-2017	168,788	2,557

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

### 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	33	0
Full-time Equivalents	57	20	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	8
Bachelor degree	48
Diploma	4
Certificate	1

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

\*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 \$ **82,625.71**

The major professional development initiatives are as follows:

- Early Years
- Anita Archer
- Sheena Cameron
- Executive Coaching

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, 94% 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).	94%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	93%	93%

\*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%.

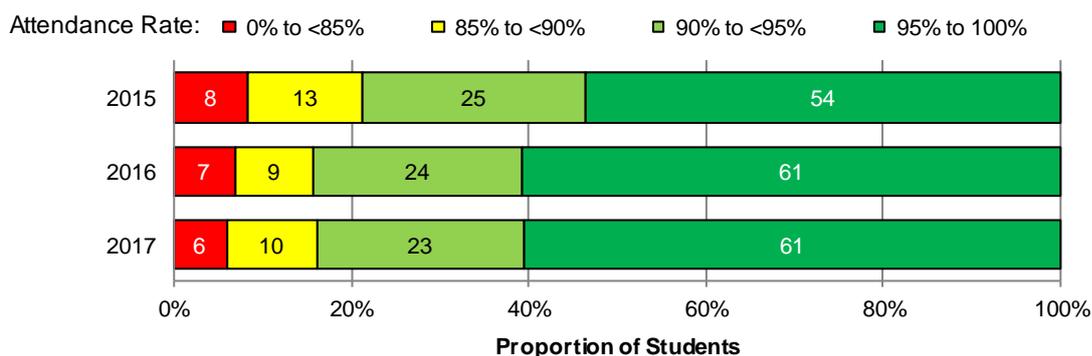
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	93%	94%	94%	93%	93%						
2016	95%	95%	95%	95%	95%	95%	92%						
2017	96%	95%	95%	95%	94%	95%	94%						

\*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.

Benowa State School's Attendance Plan reflects the Department of Education procedures and expectations. Rolls are marked twice a day at 9am and 2:15pm. School absence data is recorded by the OneSchool Data base. Parents are able to notify absences by phone message, emails, through QParents app, or notes to the class teacher.

Data is taken from OneSchool on Monday for the previous week for each Phase (P-2; 3-6) by the delegated administration officer, and given to the supervising Deputy Principal with the following possible outcomes:

- Contact will be made with parents of students arriving late consistently, or absent without explanation.

When a student absence is unexplained for 3 or more days within a week:

- Student absence letter is sent home, requesting advisement of reason/s for absence (OneSchool letter). For repeated non-attendance, correspondence is sent home as per Education Queensland policy.

At Benowa State School, we promote 100% attendance by:

- drawing attention to the importance of consistent attendance during initial enrolment interview
- providing regular reminders in the school newsletter and on the school sign
- reviewing attendance data (late arrivals and absences) regularly, and responding accordingly

## 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

---

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 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.

## Conclusion