



## Dagon State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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## School Overview

Dagon State School is a small school situated twenty minutes south of Gympie. It is supported by a strong Parent and Community Association which fundraises to provide a range of inclusive, extra-curricular learning opportunities for all students from Prep to Year 6.

Students are staffed by a teaching Principal (Years 3 to 6) and a classroom teacher (Prep to Year 2). They are also supported by 3 teacher aides and 2 part-time administrative officers. Our small school environment has an holistic approach to teaching and learning. Whilst literacy and numeracy are central to curriculum planning, teaching responds to student social and emotional development. Teachers offer a challenging and balanced curriculum to empower students with the necessary thinking skills and self-esteem for future success. School based staff are supported by visiting specialists for Learning Support, LOTE, Music and Physical Education.

Our co-educational school provides a safe, tolerant and disciplined multi-age setting which values individual qualities and provides personalised programs. Students are encouraged to work at their personal level, and strive to improve their own standards, not necessarily year level, preparing active and reflective citizens who are inspired towards lifelong learning.

## Principal's Foreword

### Introduction

Welcome to Dagon State School, where we aspire to high expectations of learning, behaviour and school pride. We proudly present our Annual Report which provides a summary of our achievements, school culture and environment during 2017, and our future priorities.

By way of background, Dagon is a small school with a progressive, child-centred philosophy. Staff are committed to providing a nurturing environment where students are intrinsically motivated to achieve their best learning and where staff support every child to succeed. This report will highlight our achievements in helping students to grow, develop and perform to the best of their abilities.

Having no room for complacency, our staff have engaged in professional learning to review and update knowledge, skills and delivery of teaching and learning practices to optimise student learning. At Dagon, we firmly believe in establishing solid foundations in literacy and numeracy skills which promotes successful life-long learning. Our practices reflect our motto: 'Strive for Excellence'.

As well, this report will reaffirm Dagon School's commitment to its long and cherished history since 1924, as an integral part of a very supportive school and local community. We regard education as multi-faceted, involving parents, staff, community and children. We foster and celebrate strong partnerships to promote a safe, challenging learning environment – a setting that not only achieves academic results, but prepares our students for their future. In 2017, our school embraced some new challenges and worked successfully towards achieving its school improvement priorities.

### School progress towards its goals in 2017

2017 brought exciting progress for Dagon School. Our Day 8 student enrolments remained steady at 36. From informal surveys, our new families were seeking a nurturing learning environment for their children. Our school community continued to flourish as a two-teacher school and we were able to achieve a very successful year.

Staff focused on tailoring individual teaching and learning programs to our high learning standards. We continued to provide a high ratio of adults to students in a multi-age setting and continued to maintain our caring environment.

Reading was our school improvement focus. All teachers and teacher aides engaged with and implemented early intervention reading strategies and programs such as daily targeted reading, a focus on reading strategies and the MultiLit program. As well, gifted students were extended in our multi-age setting. Collaboratively, staff implemented programs across the whole school and were motivated by the excellent progress achieved with student outcomes in reading. Over 2017, we improved the educational outcomes of our children across a range of subject areas. Internal tracking and monitoring of student data indicated good individual student progress, particularly in our focus area of reading.

Students in the Prep – 2 class were provided with an engaging, hands-on beginning program to ensure their critical groundwork was comprehensive and that students had the best possible foundation for their future learning. Students in Years 3 – 6 consolidated their learning through differentiated learning programs and individual goals. The multi-age setting provided an excellent environment for social, emotional and academic development. Staff collaboration with Guidance Officer, Speech Pathologist, Learning Support teachers, Advisory teachers and parents enabled sound support structures for student needs.

Our P&C Committee enthusiastically undertook several fundraising initiatives, including the Gympie Show tender. With funds raised, they supported extra-curricular initiatives including Hot Shot tennis lessons, hockey and beach awareness (Surf Life Saving Qld.). Other extra-curricular opportunities included learn to swim lessons, marimbas, craft, cooking and the continued development of our edible garden. The Outdoor Learning Area continued to be a popular place for students to enjoy growing vegetables, tending chickens, composting scraps and strengthening our sustainable practices. Our commitment to community was rewarded again this year with excellent results in the Mary Valley Lions Essay Competition, the Mary Valley Bush Poetry Competition and participation in Anzac Day ceremonies and activities.

Laptops were purchased for classrooms to ensure our small school continued to be well resourced with up-to-date technologies. Throughout the year, a number of maintenance and facilities projects were carried out which included: a new roof on A and B Blocks, new carpet and removal of trees that were deemed to be hazardous.

Whilst 2017 was a very busy year, our staff morale, parent and student satisfaction with Dagon School continued to be high according to school opinion surveys. This data provided excellent feedback to our school community, that staff efforts were not only valued, but that staff continued to provide an excellent learning environment for our students. At the end of the year, we proudly farewelled students who had attended Dagon School from Prep to Year 6. In 2017 our staff and community worked tirelessly to ensure a very successful year for student learning.

## Future Outlook

The future for Dagon School continues to be one of growth. Our key priority is to continue to maintain high reading outcomes for students and to focus our improvement agenda: numeracy. We will continue to embed and refine our good practices and routines for the delivery of reading in 2018, and undertake targeted professional development and review and implement best practice for the teaching and learning of mathematics.

At Dagon School we will continue to strive for a high standard of literacy and numeracy for our students. Our staff will collaborate with the Regional small schools cluster in the development of multi-age units of work in English and in the moderation of student assessments in Numeracy. Through moderation of student work standards, we will enhance student learning outcomes and the development of teacher skills and knowledge.

Our goal for 2018 is to continue collegial sharing with other schools. We will strengthen ties with Mary Valley and Gympie schools through shared participation in extra-curricular activities such as leadership, robotics, athletics, sports, bush poetry, essay competitions and swimming. Dagon School will continue to grow relations with community members and local businesses who support our endeavours in many ways. Staff and our P&C Committee are planning an upper school excursion to Canberra later in the year.

Staff will keep abreast of new curriculum initiatives, especially as the Australian Curriculum continues to be updated and implemented. Dagon School will continue to consolidate and implement Australian Curriculum Maths, English, Science, Technology, History and Geography. Staff will engage in professional development to ensure teaching practices are continually reviewed and refined to deliver the best possible pedagogies which target optimum learning outcomes.

Dagon School is very excited about the completion of their Life Skills Learning Area. This quality cooking facility, designed with our students in mind, will be a wonderful addition to complement our Outdoor Learning Area and edible garden. Our Life Skills Learning Area will provide a hands-on, practical teaching and learning space to integrate the growing of produce with cooking and healthy diet and eating. All

students are encouraged to participate in our journey to develop a more sustainable school environment, health and well-being. Other goals include growing vegetables and herbs, replacement of aged fruit trees and further development of our edible native garden. Long term, our school community is looking at ways to relocate, then transform the existing car park to incorporate the edible garden and allow development of creative spaces for play. This will also provide safer pedestrian access for students and parents.

The future for Dagon School looks very positive. With our proactive endeavours towards achieving high standards of curriculum delivery and learning for students in our small school, we will continue to provide a safe, nurturing environment in which our students learn and prosper.

## Our School at a Glance

### School Profile

- Year levels offered in 2017: Prep to Year 6.
- Classes are co-educational, inclusive and multi-age.
- Dagon School is not an independent public school.
- Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	35	20	15	7	84%
<b>2016</b>	46	24	22	10	93%
<b>2017</b>	35	17	18	10	83%

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

Approximately 60% of students attending Dagon School come from within catchment area. The remaining 40% travel from Gympie and surrounds, from outside of catchment area. There is no school bus bringing students from out of catchment areas. Some students walk to school, but most travel by car to access the many benefits of a small school learning environment.

**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 2	14	19	14
Year 3 – Year 6	21	27	21

# Curriculum Delivery

## Our Approach to Curriculum Delivery

At Dagon School our key objective is to nurture the whole child by providing a safe and inclusive learning environment and by providing differentiated curriculum tailored for individual learning. Our small, multi-age learning environment enables excellent flexibility to cater for individual student needs.

Curriculum for years Prep to 6 has a primary focus on achieving high levels of literacy and numeracy, delivered through Australian Curriculum subjects. The distinctive features within our programs are –

- Very strong focus on Prep and Year 1 students. Our school structure ensures students in these formative years get the best possible individual attention to achieve foundational knowledge and skills on which they build success with future learning.
- Individualised learning plans to maximise the talents and future opportunities for our students.
- Flexible ability groups.
- Deep knowledge and understanding of every student – to closely track academic progress and employ social and emotional strategies to stimulate, challenge and extend students.
- Excellent teacher-to-student ratio (5 full time adults to 32 students).
- Proactive behaviour management (School-wide Positive Behaviour Plan) which focuses on encouraging children to take responsibility for making positive personal behaviour choices and become responsible citizens. Dagon School does not tolerate bullying.

Specialist Teachers provide additional lessons in: German, Music and Physical Education. Our Learning Support team conducts an intense intervention program for students with learning difficulties and students with disabilities. Student needs are catered for in main stream classroom activities by adjusting individual programs to suit higher and lower achievers. Teachers offer a challenging and balanced curriculum to empower students with the necessary thinking skills and self-esteem for future success.

### Co-Curricular Activities:

- Mary Valley interschool athletics and swimming
- Mary Valley interschool Bush Poetry Competition
- Gympie District sports, athletics, and swimming
- Shire events and local shows (Gympie and Mary Valley Show)
- Outdoor Learning Area (growing vegetables, fruit, chickens, worms and compost)
- Academic competitions (external, National)
- Voices on the Coast
- Expert visitors (music, craft, SEAT, PetPEP, Cleanaway)
- Robotics
- Tennis lessons
- Hockey
- IMPACT (School of Distance Education program)
- Learning excursions



## How Information and Communication Technologies are used to assist learning

Dagun School currently boasts 23 student PCs and laptops, an excellent ratio of 2 students per computer. All PCs and laptops are connected to the internet and school network so students can store and retrieve documents from any station. Maths and literacy are enhanced with online programs and other software made available through our school network so that all children can access the same learning programs and engage in structured, well-managed computer based learning.

Interactive whiteboard and televisions, digital still and video cameras, MP3 players and iPads are also integral tools in delivering learning in our classrooms. These ICTs enhance student learning by developing skills and enabling:

- Research, communications and emailing.
- Development of keyboarding and word processing skills for presentation and publishing work through: Typequick, Microsoft Office, Power Point, Excel and Paint.
- Reinforcement of literacy and numeracy skills through specific online software programs including: Starfall, Maths Made Easy, Maths Builder, Sound Waves, online e-books and targeted on-line learning programs such as IMPACT (School of Distance Education).
- Development and integration of interactive whiteboard/television skills
- Enhancement and stimulation of learning for special needs and gifted children
- Operation of library software program, Oliver
- Development of camera skills, digital and graphic skills

Teachers use laptops to prepare work, lesson tasks and assessment tasks for delivery of learning. The laptops are networked and have wireless capability to increase portability and access to both internet and the school network.

## Social Climate

### Overview

Situated 10 minutes south of Gympie on the Mary Valley Road, Dagun School embraces an enthusiastic, close-knit community spirit. Being a small school environment, Dagun has a supportive culture which extends to all parents and staff. Our school has a long history of working closely with the Dagun Community Group, local businesses and the Mary Valley Lions Club who all support the school in many ways, including fundraising activities, volunteer reading, working bees and public speaking competitions.

Given our small school environment, teachers and staff have regular informal conversations with parents as well as parent/teacher interviews which ensures parents are well informed. Staff have a rich understanding of every child's progress and tailor their learning through individual programs. Staff provide students with emotional support and encouragement on a daily basis, and more specifically when family circumstances require.

One of the greatest advantages of our small school is the excellent environment in which our students learn and develop respectful and caring interpersonal communication skills. Student learning is enhanced by increasing awareness of their personal learning strengths and weaknesses and taking responsibility to develop these. Dagun State School has a 'family' atmosphere where older students show caring support for younger students. Students socialise across all age groups. Buddy systems work well at Dagun. At our school we recognise that we support others when we take time to consider the needs and motivations of others – to help, encourage and co-operate. As a consequence, peer pressure and bullying are minimised. Our School Opinion Surveys reflect consistently high parental, student and staff satisfaction and pride in our School, which contributes to a very positive foundation for a vibrant learning environment.

## Parent, Student and Staff Satisfaction

### Parent Opinion Survey

Performance Measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	92%	100%
this is a good school (S2035)	92%	92%	89%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	86%	92%	100%
their child is making good progress at this school* (S2004)	93%	92%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	92%	100%
teachers at this school motivate their child to learn* (S2007)	93%	92%	100%
teachers at this school treat students fairly* (S2008)	93%	92%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	89%
this school works with them to support their child's learning* (S2010)	93%	92%	100%
this school takes parents' opinions seriously* (S2011)	93%	92%	89%
student behaviour is well managed at this school* (S2012)	86%	100%	89%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	93%	92%	89%

### Student Opinion Survey

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



## Staff Opinion Survey

Performance Measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	86%	100%	100%
they feel that their school is a safe place in which to work (S2070)	86%	100%	100%
they receive useful feedback about their work at their school (S2071)	86%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	86%	100%	100%
students are treated fairly at their school (S2073)	86%	100%	100%
student behaviour is well managed at their school (S2074)	86%	100%	100%
staff are well supported at their school (S2075)	86%	100%	100%
their school takes staff opinions seriously (S2076)	86%	100%	100%
their school looks for ways to improve (S2077)	86%	100%	100%
their school is well maintained (S2078)	86%	100%	100%
their school gives them opportunities to do interesting things (S2079)	86%	100%	100%

\* 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

School Opinion Surveys of students and parents attest to the socially just and welcoming climate of our school. Even with continued increased numbers of families and enrolments, our survey results continue to be high.

- 100% of our parents are satisfied that their child is getting a good education at school.
- 100% of our parents are satisfied that teachers at this schools expect his/her child to do their best.
- 100% of parents are satisfied that their child feels safe at this school.

Whilst the School Opinion Survey results in the tables above are good, our school is not complacent and continually endeavours to provide the best possible teaching and learning outcomes for our students. We strive for excellence.

## Respectful Relationships Programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. The Respectful Relationships Education Program in Dagon State School is a primary prevention program focused on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence. This is done through challenging attitudes about violence and gender construction known to lead to violence while also supporting students to develop pro-social behaviours that lead to equitable and respectful relationships. A strengths-based approach underpins the development of respectful relationships knowledge and skills.

By implementing the Respectful Relationships Education Program, Dagon staff will give students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- Improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- Less disruptive classroom behaviour, aggression, bullying and delinquent acts
- Reduced emotional distress such as depression, stress or social withdrawal.

## 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	0	0	0
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

In 2017 Dagon School continued daily practices and routines that reduce its environmental footprint. Our solar panels on the library roof generate electricity which feeds back into the state energy grid and reduces our electricity costs. Lights, fans and air conditioners are used wisely and are turned off when classrooms are not in use.

Staff and students adopt a range of initiatives which include improving everyday practices in an effort to reduce energy use and recycle products, including for art and craft. Teaching and learning continued to include sustainable practices: growing fruit and vegetables in the outdoor learning area, composting lunch scraps, recycling paper and mulching garden beds to conserve water. Students participated in classroom activities with Cleanaway and other groups to develop awareness of ways to refuse, reuse, reduce, and recycle and be more sustainable both at school and at home.

Our school relies solely on rain water and bore water. Rain water is connected to all buildings for drinking, cooking and everyday purposes and the school has plenty of stored rain water. Our amenities block and vegetable garden is connected to bore water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	15,637	Rainwater
2015-2016	15,819	Rainwater
2016-2017	24,587	Rainwater

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.

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.

### Find a school

School name	GO
Suburb, town or postcode	
Sector:	
<input checked="" type="checkbox"/> Government	
<input checked="" type="checkbox"/> Non-government	
SEARCH	

## Our Staff Profile

### Workforce Composition

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	6	0
Full-time Equivalents	3	3	0

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	3
Diploma	
Certificate	2

\*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 approximately \$12,000.

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

#### The following were the major professional development initiatives for all staff:

- ❖ Implementation of early intervention reading program (MultiLit)
- ❖ Building teacher expertise in explicit teaching of reading, particularly using Gradual Release Model
- ❖ Consolidating observation and feedback culture aligned to the Art and Science of Teaching (Marzano)
- ❖ One School training (Finance)training
- ❖ Literacy and Numeracy – small schools cluster - development of multi-age units of work.
- ❖ ICTs – online, professional reading, peer sharing
- ❖ Education Queensland mandatory updates:
  - Child Protection & Code of Conduct & Ethics Awareness
  - Asbestos Management Procedures
  - Rights to information
  - Information Privacy Act
  - Staff internet Usage/Email Protocol
  - Workplace Health and Safety
  - Emergency Evacuation Procedures
  - Variation of School Routine
  - Curriculum Risk Assessment training

## Staff Attendance and Retention

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

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

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### 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).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	95%	94%

\*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%.

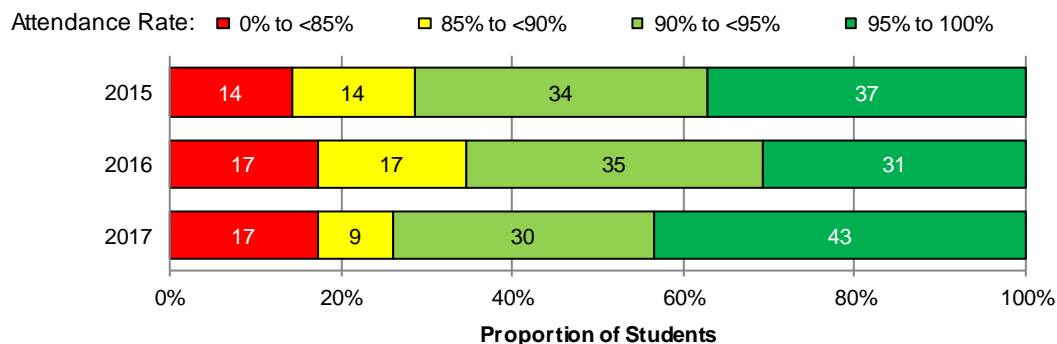
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2015	93%	92%	94%	94%	93%	97%	85%
2016	92%	90%	94%	92%	92%	91%	90%
2017	90%	93%	93%	94%	92%	94%	93%

\*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.

Dagun School supports DET's the "Every Day Counts" policy to promote consistent learning routines. Rolls are marked twice daily. If parents do not call to explain a child's absence, the School will telephone home by 10.00 a.m. on the morning of absence to seek clarification of a child's absence and ensure support if required.

## NAPLAN

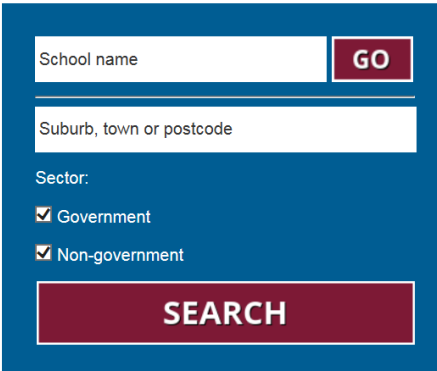
Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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.

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.

### Find a school



The screenshot shows a search interface with a blue background. At the top, there is a text input field labeled 'School name' and a red 'GO' button. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath, there is a 'Sector:' label followed by two checked radio buttons: 'Government' and 'Non-government'. At the bottom of the form is a large red button with the word 'SEARCH' in white capital letters.