



## Cannonvale State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Our school was officially opened on its current site in 1969 and is situated on the northern coast of Queensland at Cannonvale, a suburb of Airlie Beach. We offer classes for students from Prep to Year 6. Our school community values learning, the development of positive relationships, safe behaviours and caring for property. Members of our school community work closely together to provide a learning environment which is safe and supportive and in which children are able to reach their potential. Staff have provided extensive academic, sporting and cultural opportunities for students, and the achievements of individual students are celebrated and shared by all. Our greatest strengths are our committed staff, dedicated parents, the support we receive from our local community and our determination to develop 'The Whole Child.' Cannonvale State School is a Reef Guardian school and our students are involved in programs which promote an awareness of environmental issues affecting the reef and our location. We have an instrumental music program and our school has a rock band. Cannonvale proudly puts on musicals biannually. Children are given opportunities to discover what they enjoy at Cannonvale as they are exposed to so many positive, varied experiences which leads them to pursue what they love as a career when they are adults.

## Principal's Foreword

### Introduction

Our school's motto "My Best Always" is the motivation for our whole school community to work together to provide a safe and supportive learning environment which focuses on achievement and success to allow each of our students to reach his/her potential. Our school rules: Be a Learner, Be Respectful, Be Safe and Be Friendly guide our actions in all areas of our school. The following report measures our improvement and successes in various areas and provides our focus for the coming year.

#### School Progress towards its goals in 2016

Cannonvale State School Priorities in 2016 were

- Reading (in all KLAs)
- Writing including spelling and punctuation & grammar
- Numeracy
- Attendance & Retention
- Closing the Gap
- Quality teaching and learning in every classroom – The Australian Curriculum, explicit instruction and differentiation

The green highlighted text indicates what was achieved and is ongoing. The yellow indicates what was started and will be continued into the following year. The blue indicates anything completed but not continuing the following year.

- Full implementation of Gifted and Talented Framework and Higher Order Thinking Tool. All staff to receive professional development on the G&T Framework and the HOT Tool and implement these in their pedagogy.

- Implementation of Mathematics Placemat including Back to Front Maths and Maths Mastery as a whole school program to address numeracy improvement agenda.
- Teaching and Learning Handbook created that prescriptively describes how to teach at Cannonvale State School. All staff to receive professional development unpacking Teaching & Learning Handbook.
- Full implementation of Whole School Intervention Plan. Every child receiving high quality, differentiated teaching documented through; daily planning, ISPs, ICPs, student portfolios, Provisions in One School, Differentiation Cones.
- Implement Investing For Success – staff and additional coaching release purchased to assist in actioning targeted intervention in P-3 area and overseeing case management
- All staff to receive professional development in the Attendance Strategy and implement it in all school settings.
- Implement, assess and moderate the Australian Curriculum in English, Mathematics, Science, Humanities and Social Sciences and Health & Physical Education using the Australian Curriculum as the basis for Cannonvale State School Curriculum.
- All staff to receive induction and professional development focusing on literacy, specifically the approaches undertaken at Cannonvale State School
- Committee Meetings (Professional Learning Communities) on a 10 week cycle that focus on high effect size strategies e.g. whole staff coaching model, feedback including students giving teacher's feedback, 10 week data sets, moderation.
- Full implementation of Pedagogical Framework and coaching based on DOTL and explicit teaching aimed at every teacher's specific professional standard - graduate through to lead teacher.
- Staff will be 'Watching Other's Work' from whom they can develop their capability professionally. This will be facilitated through staff self-filming using 'Swivel' technology.
- Quality assurance process of curriculum developed that is data driven.
- Master Plan created in collaboration with staff and P&C.
- Early Years Transition Action Plan created.
- Continue to implement Parent and Community Engagement Framework. Engage parents through the following activities; discussing and celebrating student targets, compulsory parent/teacher/student meetings, information nights, parent training sessions about helping your child at home, P&C, Indigenous Consultative Committee, Reef Guardian school, school musical, birth to pre-prep playgroup, Head Start pre-prep program, assemblies, newsletter, the website and various events throughout the year e.g. Under 8's Day.
- Professional Learning Community created with cluster schools.

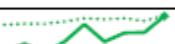
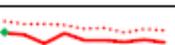
## Future Outlook

Cannonvale State School's Improvement Agenda is for every student to receive a C standard or above in every Learning Area and to have 50% of all students in the Upper 2 Bands in all domains in NAPLAN.

Though we have not reached this target the tables below show the mostly gradual improvements over time. It is worth noting that Cannonvale turns over a third of its students annually.

2012 S1 to 2016 S1 %C or Higher	2012 S1 to 2016 S1 %C or Higher	2012 S1 to 2016 S1 %C or Higher
76.8  87.5	76.8  87.5	78.1  98.1
69.5  83.5	69.5  83.5	72.0  96.7
79.8  95.0	79.8  95.0	96.6  98.0
72.2  86.7	72.2  86.7	51.4  94.6
85.7  89.9	85.7  89.9	81.3  94.3
86.8  80.9	86.8  80.9	88.1  87.5
<b>ENGLISH</b>	<b>MATHS</b>	<b>SCIENCE</b>

$\chi^2$

		% Upper Two Bands					
		This School					
		2008	2013	2014	2015	2016	2008 - 16
Year 3	R	19.5	28.8	31.3	43.9	51.6	
	W*	29.9	43.8	23.2	44.4	45.7	
	S	11.4	21.9	30.1	30.5	45.7	
	GP	17.7	38.4	37.3	46.3	52.1	
	N	18.4	15.1	27.8	31.7	34.0	
Year 5	R	15.8	27.4	32.0	31.4	28.4	
	W*	15.6	8.1	6.6	8.6	6.3	
	S	15.6	14.5	26.3	21.4	21.0	
	GP	20.8	35.5	27.6	30.0	43.2	
	N	12.2	11.3	13.5	11.8	19.8	

# 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 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	602	299	303	40	87%
<b>2015*</b>	612	323	289	35	90%
<b>2016</b>	682	350	332	45	89%

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

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

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

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

## Characteristics of the Student Body

### Overview

In August 2016, there were 682 students enrolled at Cannonvale State School. 7% of these students identified as being Aboriginal or Torres Strait Islander, 3% of these students identified as EAL/D and 6% had a verified disability. A significant number of parents are employed in the tourism industry and in the mining industry. A proportion of parents are living away from their families while working at mine sites. A high level of transience amongst the student body is a significant factor impacting on the school. Approximately 1/3 – ¼ of our students turn over every year.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	23
Year 4 – Year 7	25	27	27
Year 8 – Year 10			
Year 11 – Year 12			

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

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Cannonvale State School's pedagogy is explicit instruction. Using this pedagogy we deliver all of the learning areas of the Australian Curriculum. We have an overarching theme every term for the whole school that drives our learning journeys. Term 1 - My Place In The World, Term 2 - From Little Things Big Things Grow, Term 3 - Oh The Places You Go When You Read, Term 4 - You Are What You Eat. Our distinct curriculum offerings are:

- Languages Other Than English: Japanese, Prep-6
- Instrumental Music: Year 4-6
- Cannonvale State School is a Reef Guardian School. Programs teaching about sustainability and care for the environment is taught in each year level. We have "adopted" the Cannonvale Beach.

### Co-curricular Activities

- School Choir
- Book Buddies Reading Program
- Games Club
- Concert Band
- Musical/Dance Showcase

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

Information and communication technologies are used as a tool for learning and are embedded in all key learning areas at Cannonvale State School.

Our school has employed a Digital Technologies specialist teacher to teach classes from Prep to Year 6 and work with teachers in a collaborative model. Over time there will be a gradual release of digital technology teaching back to classroom teachers.

Each year level from Year 1 to Year 6 has access to a laptop trolley with 28 laptops.

This year we purchased an additional 60 iPads and two storage trolleys. Prep classes now have access to 60 iPads and Year 1 classes have access to 30 iPads. Also, we now have 22 iPads allocated to support students with special needs, with an additional 10 iPads being purchased this year.

Our students have access to a computer lab of desktop computers located in the library.

Each classroom has an interactive whiteboard. This year the school has purchased four 65" interactive touch panels mounted on hydraulic trolleys. A 55" interactive touch panel mounted on an easel style hydraulic trolley was also purchased to support students with special needs.

This year four Apple TVs were purchased for classroom use along with five Swivel cameras which are used to video teachers and presenters to support staff training.

A school based technician has also been employed to maintain the school's growing computer network.

Cannonvale State School contributed \$30,000 for Education Queensland's Wireless Upgrade program which was rolled out in mid-2016 greatly enhancing access to the wireless network in all teaching spaces across the school.

## Social Climate

### Overview

Cannonvale State School is a School Wide Positive Behaviour School. We also have a Chaplain one day each week. There is also a Guidance Officer appointed to the school for two days each week and a behaviour teacher aide is employed full-time. The school has implemented a School Wide Positive Behaviour Program and the school community has reviewed the school values “Be a Learner, Be Respectful, Be Safe, Be Friendly,” and expectations are explicitly taught by classroom teachers and on school assemblies. The school has an anti-bullying strategy which includes both proactive and responsive strategies to address and prevent bullying within the school. School Opinion Survey data for parents, students and staff is positive in almost all areas.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	96%	100%
this is a good school (S2035)	92%	96%	100%
their child likes being at this school* (S2001)	95%	96%	100%
their child feels safe at this school* (S2002)	95%	100%	98%
their child's learning needs are being met at this school* (S2003)	89%	92%	98%
their child is making good progress at this school* (S2004)	89%	92%	98%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	100%
teachers at this school motivate their child to learn* (S2007)	95%	92%	100%
teachers at this school treat students fairly* (S2008)	92%	92%	88%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	98%
this school works with them to support their child's learning* (S2010)	89%	92%	100%
this school takes parents' opinions seriously* (S2011)	89%	96%	95%
student behaviour is well managed at this school* (S2012)	89%	96%	90%
this school looks for ways to improve* (S2013)	95%	96%	98%
this school is well maintained* (S2014)	97%	96%	100%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	95%	96%
they like being at their school* (S2036)	90%	93%	94%
they feel safe at their school* (S2037)	93%	96%	93%
their teachers motivate them to learn* (S2038)	93%	99%	98%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	99%	98%
teachers treat students fairly at their school* (S2041)	84%	92%	88%
they can talk to their teachers about their concerns* (S2042)	87%	93%	95%
their school takes students' opinions seriously* (S2043)	88%	92%	91%
student behaviour is well managed at their school* (S2044)	77%	91%	82%
their school looks for ways to improve* (S2045)	94%	92%	96%
their school is well maintained* (S2046)	82%	95%	89%
their school gives them opportunities to do interesting things* (S2047)	92%	92%	98%

## Staff opinion survey

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

\* 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

At Cannonvale State School we believe that the best possible outcomes can be achieved when parents work cooperatively with teachers. Parents are encouraged to become involved in the life of the school and support their children in the classroom and in extra-curricular and co-curricular activities.

Workshops are run for parents and community members who are interested in developing an understanding and skills to help their children. Workshops include reading and spelling. Parent-teacher meetings are held at the beginning of each year and at the end of term 1 and 3. All parents and caregivers are offered multiple opportunities to attend parent/teacher/student meetings.

Parents are consulted non-stop throughout the creation of Individual Student Plans, Behaviour Plans and Curriculum Plans.

Cannonvale actively works with the local Early Childhood Education Centres and the principal runs 'Principal's Preschool' for an hour every week which is access by approximately 40 children weekly.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. At Cannonvale State School this sits within our Health Units of the curriculum and the vehicle is called Fun Friends.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	80	40	83
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Strategies to reduce our environmental footprint included:

- Continued to monitor our water use by weekly checking of taps and toilets and changing of and stopping of watering when possible.
- Reduced the amount of photocopying.
- Air-conditioners used only in 1st and 4th terms.
- Implementation of 'Nude Food' across whole school.
- 'Power Police' in all classrooms.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	204,297	9,507
2014-2015	263,712	9,849
2015-2016	291,431	10,037

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

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Sector:

Government

Non-government

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	46	22	0
Full-time Equivalent	45	16	0

## Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	3
Bachelor degree	27
Diploma	17
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 2016 were \$61 600

The major professional development initiatives are as follows:

- Level 1 Philosophy Training
- Child Protection
- Code of Conduct
- Asbestos
- Right to Information
- Fire Extinguisher
- WH&S
- MyHR, WH&S
- Internal Controls Training
- Emergency Management Plan
- Developing Performance Framework
- Teaching & Learning Handbook
- Every Student Succeeding— State School Strategy 2014 - 2018
- Cannonvale State School Strategic Plan
- Cannonvale State School Annual Implementation Plan
- Cannonvale State School Improvement Agenda
- Pedagogical Framework – explicit teaching & Dimensions of Teaching & Learning
- School Improvement Unit Results
- Curriculum Snapshot (including vision)
- P-12 Curriculum Framework
- Diagnostic, Formative and Summative Assessment and Reporting, parent/teacher/student meetings
- Planning and assessment (diagnostic, formative, summative, report cards) expectations
- Student Portfolios
- Differentiation Cones (Term 1-4)
- Cannonvale State School Intervention Plan
- Student Services Committee
- Teacher Aide Use
- Oral Language Screening
- Cannonvale State School's Gifted & Talented Framework
- Higher Order Thinking Tool
- Support a Talker

- PM Benchmarks & Informal Prose Inventory
- Cars & Stars
- Speech Sound Pictures
- Reading Placemat
- The teaching of spelling
- Spelling Placemat
- Seven Steps to Writing Success
- The teaching of grammar & punctuation
- The teaching of writing
- Writing Placemat
- Maths Mastery
- Back to Front Maths
- Mathematics Placemat
- The teaching of all KLAs Placemats
- Coaching, feedback and developing performance framework
- Watching Others Work
- Moderating with other schools and within cohorts
- PAT data - Analysing data, interpreting data to effect change, using data to inform planning
- NAPLAN
- Performance Profile
- School Opinion Surveys
- Next Step Data
- Giving and receiving feedback, using feedback to inform practice and goal setting to inform feedback
- G drive and d drive
- Refresher Training in use of Team Boards & Trace Boards (Term 3-4)
- One School - Planning, Differentiation, Data, Markbooks, Reporting, Student Profiles & Contacts, Behaviour, Roll marking, VTSR, Provisions, ICPs
- Site Licenses - Ed Alive (Terms 1-3)
- SWPBM
- Responsible Behaviour Plan
- Classroom Profiling Data
- Restorative Justice
- Learning & Wellbeing Framework
- Emotional Intelligence Professional Development
- Parent & Community Engagement Framework
- Cannonvale State School Environmental Management Plan
- EATSIPS Implementation Plan
- Attendance Plan
- Parent Interviews
- Workplace Rehabilitation Officer
- First Aid

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

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

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	89%

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

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

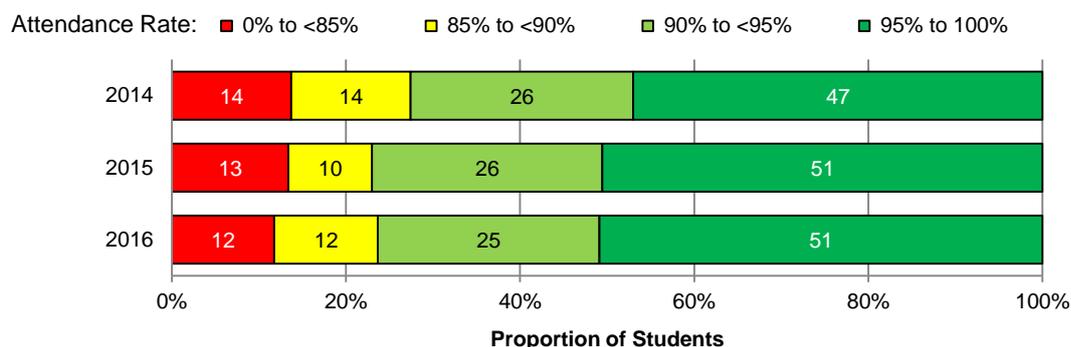
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	93%	93%	93%	92%	91%	93%					
2015	93%	92%	94%	94%	93%	93%	91%						
2016	94%	93%	93%	93%	93%	93%	92%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET 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.

Student rolls are marked twice daily by teaching staff, once in the morning and once in the afternoon. Teachers follow up any student absences with parents. Staff in the office follow up any student who is absent without explanation each day.

Students who are regular non-attendees are identified and a member of the office contacts the parents/carers daily to find out reasons for non-attending and offer support if needed. When concerns with a student's absences continue either the Deputy Principal or Principal arranges a meeting in the first instance to discuss the reasons for absences. If there isn't a change in attendance rates, the procedures outlined in the above policies are implemented.

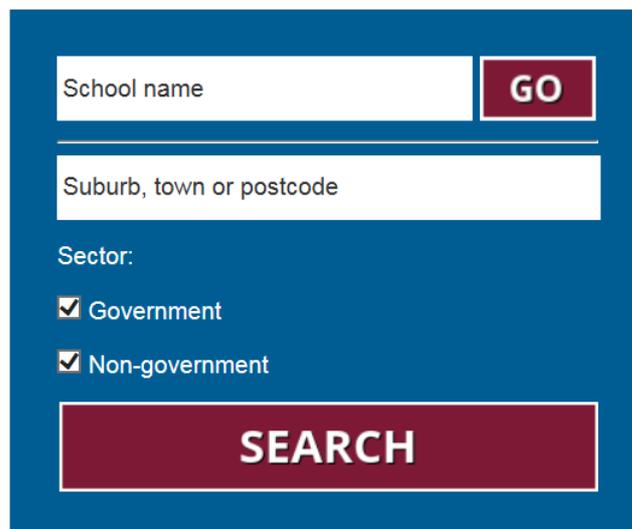
Consistent messages about the importance of attendance "Every Day Counts" are regularly given on assemblies and in the newsletter. Attendance Awards for sections of the school were introduced in 2013.

## NAPLAN

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

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

### Find a school



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

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

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.

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