



Rangeville State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

SCHOOL PROFILE

Rangeville State School is located in the Darling Downs and is one of the schools in Education Queensland's Toowoomba District. It is situated on a 6.3 hectare site near the scenic attraction of Picnic Point and almost at the top of the Great Dividing Range.

Currently the school has 710 students and 100 staff, of whom 43 are classroom teachers. Our school celebrates diversity and we celebrate working with students from over 15 different nationalities. We also have 40 students identified with various disabilities working in an inclusive and supportive environment throughout the school.

The school provides a curriculum program ranging from Prep to Year 6 with a range of teaching situations in single age levels and at times multiage groupings. Diversity exists in this type of learning and the teaching environments created by experienced teaching staff. This diversity adds to the unique texture of the school and the variety of placement options for students enabling staff to cater for the range of individual student needs. The programs offered to students cater for the varying interests and abilities. Students are generally highly motivated and strong academically. Active parent bodies including the P&C Association and Rangeville Out of School Hours Care (ROSHC) support the school. A weekly newsletter, *Newslink* is published every Friday via our school's website, with an email containing a link to the website being sent to parents upon request. The school offers a wide range of intra-school and inter-school sports as well as an extensive extra-curriculum program including choirs and instrumental bands.

Rangeville State School opened on 1 July 1909 with an enrolment of 33. By the end of that year, this had grown to 95 and until extensions were completed children attended school in a room 9m by 4.5m. Enrolment peaked at 1147 in 1981. Since Rangeville opened, well over 15 000 students have attended our school.

A feature of this history of Rangeville is that during its first 100 years only ten changes of Principal have occurred. The congenial climate, enthusiastic students and supportive families no doubt encouraged the leadership stability that helped the school gain the prestige that it enjoys today.

Rangeville State School can lay claim to several firsts. Rangeville has the distinction of having built the first swimming pool in a Queensland State School outside of the metropolitan area and was one of the first schools to implement a successful music program - this in 1920. Another first was the building of the school assembly hall. This project was completed in 1968 and through the foresight of the Principal and the P & C Association, the school gained a fine amenity. 2009 saw a new multi-purpose hall and library built. In 2016, two multi-purpose courts were built to enable students to play a range of court-based sports including basketball, tennis and netball. Many parents and citizens have worked long hours to provide additional amenities for the school and its students.

At Rangeville, we are proud of our history and have seen students go on to achieve many successes in life. Rangeville State School has been an innovator in education and this tradition continues today.

Principal's Forward

Introduction

School Progress towards its goals in 2016

In 2016, Rangeville State School's Explicit Improvement Agenda focused specifically on improving the student's achievements in writing. Our Explicit Improvement Goal was for 100% of our children to achieve a 'C' or better in Writing by the end of Semester 1, 2017.

Our student results at the end of Semester 1 2016, indicated that 64% of our students were achieving a 'C' or better in writing.

Through quarterly, explicit and collaborative professional development focused on understanding the mechanics and expectations of writing aligned to the Australian Curriculum as well as a clear understanding of the individual students abilities and their predicted levels of achievements with strategies that vary the pathway for their learning, our staff have been able to finish 2016 with 89% of students achieving a 'C' or better in writing.

Our staff engaged our students in daily writing activities through a range of learning experiences including modelled, guided, shared and independent writing activities.

We have consistently implemented the 'hamburger model' and the Good Writers Toolkit across the school which clearly demonstrate to the students the various explicit elements of the genre they need to address in their writing.

Our teacher's moderate student writing tasks each term with year level colleagues and record Levels of Achievement outcomes in an endeavour to monitor improvements in student learning against our school improvement goals.

Our teachers have engaged in a range of professional learning activities aimed at building their skills in the teaching of writing. These activities included sessions at staff meetings and coaching and modelling with the master teacher and the Head of Curriculum. The master teacher recorded the school's action research plan that was submitted and accepted as one of seven action research reports into the Department of Education Evidence Hub as a high quality process for supporting student learning.

Future Outlook

Rangeville State School was identified for a Priority School Review in 2016 as a result of the Staff School Opinion Survey indicating that the overall rating for all survey items by staff members is 81.3 per cent. This is below that of the Like Schools Group satisfaction rating of 92.2 per cent. 2016 SOS data indicates staff satisfaction with: morale is 44.6 per cent; the management of student behaviour is 57.1 per cent; good communication between staff members is at 56.4 per cent; work demands is 67.9 per cent; and, the school being well organised is at 62.5 per cent. These satisfaction rates are below that of the Like Schools Group and State Schools' satisfaction rates.

Rangeville State School underwent a Priority School Review in May 2017.

The outcome of this review identified 125 affirmations about the daily learning environment and our overall culture that promotes learning, our staff professionalism, the implementation of the Australian Curriculum, our engagement within the wider community and our home school relationships.

23 Improvement strategies were also identified with the following five priority areas identified:

1. Collaboratively develop, implement and monitor strategies to enhance the professional culture of the school, improve staff members' morale and promote wellbeing.
2. Use the model for planning curriculum units in English in other learning areas, to enable consistency of curriculum planning and alignment to the Australian Curriculum (AC).
3. Develop an observation and feedback culture at the school that involves all teachers and school leaders.
4. Ensure the whole-school approaches for effectively managing student behaviour are embedded across the school and are known and supported by all staff members, students and the school community.
5. Develop a statement of roles and responsibilities that includes accountabilities, key actions and implementation timelines for all members of the leadership team and teacher leaders and ensure these are effectively communicated to, and understood by, all staff members.

These five improvement priorities have been accepted by the school and community with the first two priorities the main focus for 2017.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	833	395	438	40	94%
2015*	728	358	370	44	96%
2016	705	344	361	47	96%

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

Rangeville State School has a diverse and supportive school culture and student body. Of our 738 student body our school statistics show the following diversities:

Statistics Area	Total	Percentage of student population
Prep – 6 Student Population	738	
Number of New Students (2017)	192 (107 Preps)	
Number of Indigenous Students	81	11%
Number of EAL-D Students	77	10%
Number of Students in Care	8	1%
Number of students SWD	34	4.6%
2016 ICSEA Rating	1036	

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	20	22
Year 4 – Year 7	20	27	24
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

- 2016 saw the continuation of a very strong focus on reading, in particular, reading comprehension and this was supported by programs including Cars & Stars, Accelerated Reader, Reading Eggs and Reading Eggspress, along with the substantial purchase of the 'Springboards into Comprehension' reading scheme.
- Targeted reading instruction, implementing the CAFE (Comprehension, Accuracy, Fluency and Expanded Vocabulary) model occurs in all classrooms each week, during designated reading times
- The new focus for 2016 was writing. This saw the re-design of the National Curriculum-based school English program with an increased emphasis on the development of text types from year level -to-year level across the school. Teacher in-service was delivered to staff in 'The 7 Steps to Writing Success' program and elements of this program were incorporated into the school program. A range of evidence-based approaches including Pearson and Gallagher's Gradual Releases of Responsibility model, Cambourne's Conditions of Language Learning Model, research on authentic writing contexts and Cameron and Dempsey's 'Hamburger' model for teaching text structure were also built into the English Program. Professional development was provided to teachers in Year Level planning days or Professional Learning Communities.
- In 2016, a school-developed curriculum planning template, 'PLAN 4 ME', was introduced. It is utilised to guide planning in English with teachers planning for differentiation and the sequenced use of high-yield strategies for student improvement.
- The National Curriculum was implemented in Prep to Year 6 in Mathematics, Science, History and Geography through the C2C units. At the end of 2015, our specialist teachers of PE, Music, Digital Technologies and LOTE (Chinese) trained in the National Curriculum for their subjects and wrote school programs to implement with Rangeville students in 2016.
- Explicit Instruction was and remains, a key pedagogical approach in delivering the curriculum at Rangeville, with Archer's 16 Elements of Explicit Instruction featuring in teachers' lesson design and delivery. Teachers were provided with opportunities to view modelling of explicit instruction lessons and for feedback on their own explicit instruction lessons.
- We also provide learning support and extension programs for students by identifying the levels of differentiation required and then providing access and support to programs including Gifted & Talented.
- Identification of students for such support is enabled by careful tracking of each student by their teacher on a school-designed data-tracking document known as 'The Beaker'. Tracking occurs through a broad range of Literacy and Numeracy assessments.

Co-curricular Activities

- In addition to Chess, Robotics, Lego clubs the school also provided access to the range of academic competitions including Maths Olympiad, Optiminds and the UNSW challenges for Maths, English and Science.
- Several sporting and cultural activities were also provided with great success as many students continue to gain representative honours in swimming, athletics and team events.
- The school has also been especially successful in musical and drama events including:
 - outstanding performances in Choral work at the Toowoomba Eisteddfod and at FANFARE;

- outstanding performances by the string ensemble and concert and stage bands at the Eisteddfod, FANFARE and TYME;
- the very successful staging of *A Year with Frog and Toad* an annual musical staged at the Empire Theatre and
- our Voices Off Auslan Choir
- Rangeville is proud of its environmental focus and operates a very successful student Rangeville Representative Club which is responsible for implementing and maintaining our student environmental program including student vegetable and flower gardens, school chickens and native bees, composting systems and permaculture systems. The Student Representative Club were successful in achieving second place in the 2016 Toowoomba Carnival of Flowers Student Garden competition. Great acknowledgement for the hard work of the students and staff throughout 2016.

How Information and Communication Technologies are used to Assist Learning

Rangeville students engage in digitally supported programs every day. These programs are interwoven throughout the key learning areas as well as in the production of specific unit presentations and school productions. An increasing level of student assessment is directly linked to ICT's across the school and staff have increased the levels of interaction with whiteboard technology.

In 2016, the school in conjuncture with our P&C Association and Education Queensland embarked on a Wireless Upgrade Program costing \$100,000. This program has ensured that every learning space has access to flexible wireless learning.

We also upgraded one of our computer labs at an expense of \$35,000 to ensure our students have access to the most up-to-date computer systems available.

To provide additional high impact and motivating learning we purchased five Lego robotic kits and five Sphero robots and these have been utilised to support the development of student coding skills and learning.

In 2017, every classroom will be furnished with interactive projection and a Year Five/Six computer lab will be established to ensure greater access and flexibility is provided for all students.

Social Climate

Overview

Our School Opinion Data for parents and students in 2016 again indicates, overall, a very highly satisfied clientele with regard to the way we manage and support student behaviour at this school. This is cause for celebration across our school and wider community because Rangeville continues to value its reputation as a high quality educational provider.

The social climate of Rangeville State School is very positive. The levels of support with a consistent and continuous focus on ensuring every child has the opportunity for success is a feature. Our revamped Chaplaincy Program reduced service to 5 days per fortnight and its pastoral care for individuals and groups of students is evidenced through programs such as Shine, Bella Girl, Girl Wise and Lego Club and individual behaviour support. The school maintains a regular awareness raising focus on Bullying and the strategies to assist. This has included work on the identification and response to the emergence of cyber-bullying in society. In addition to providing individual counselling on student relationships through Guidance Officer and Chaplaincy offerings, we also celebrated National Anti-Bullying Day and regularly discuss expectations and strategies on Whole School and Year Level Assemblies and in classrooms.

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)	93%	97%	98%
this is a good school (S2035)	94%	100%	98%
their child likes being at this school* (S2001)	97%	98%	100%
their child feels safe at this school* (S2002)	93%	100%	98%
their child's learning needs are being met at this school* (S2003)	96%	97%	98%
their child is making good progress at this school* (S2004)	93%	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	97%	96%
teachers at this school motivate their child to learn* (S2007)	89%	98%	98%
teachers at this school treat students fairly* (S2008)	91%	95%	98%
they can talk to their child's teachers about their concerns* (S2009)	93%	95%	97%
this school works with them to support their child's learning* (S2010)	89%	97%	98%
this school takes parents' opinions seriously* (S2011)	88%	88%	96%
student behaviour is well managed at this school* (S2012)	81%	86%	93%
this school looks for ways to improve* (S2013)	93%	96%	93%
this school is well maintained* (S2014)	84%	97%	97%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	99%	98%
they like being at their school* (S2036)	96%	97%	98%
they feel safe at their school* (S2037)	98%	97%	98%
their teachers motivate them to learn* (S2038)	94%	97%	98%
their teachers expect them to do their best* (S2039)	98%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	97%	95%
teachers treat students fairly at their school* (S2041)	90%	86%	92%
they can talk to their teachers about their concerns* (S2042)	87%	88%	86%
their school takes students' opinions seriously* (S2043)	89%	93%	93%
student behaviour is well managed at their school* (S2044)	89%	89%	92%
their school looks for ways to improve* (S2045)	95%	98%	97%
their school is well maintained* (S2046)	94%	97%	99%
their school gives them opportunities to do interesting things* (S2047)	91%	95%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	98%	84%
they feel that their school is a safe place in which to work (S2070)	95%	95%	84%
they receive useful feedback about their work at their school (S2071)	83%	93%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	97%	91%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	95%	98%	91%
student behaviour is well managed at their school (S2074)	85%	93%	57%
staff are well supported at their school (S2075)	81%	93%	63%
their school takes staff opinions seriously (S2076)	86%	90%	60%
their school looks for ways to improve (S2077)	95%	98%	87%
their school is well maintained (S2078)	95%	93%	73%
their school gives them opportunities to do interesting things (S2079)	88%	95%	80%

* 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

In 2016 every weekly School Newsletter features article/s on education in our school and the need for genuine home-school partnerships. This initiation and encouragement extends to regular parent-teacher conferences and comprehensive yet interesting educational interactions at every P&C Association Meeting. The school's website also provides easily accessible and user-friendly links to all key policies, documents and updates. In 2016 the school collaboratively worked with our P&C Association to incorporate upgraded levels of social media interaction to enhance parent communication. This has been seen as a very successful initiative that has enhanced our school's home school interaction and communication. In 2016 we also introduced a number of online strategies that enhanced home school communication. These strategies include the introduction of ID Attend including same day two way notifications for absences, Parent Teacher Online –parent teacher interview booking system and a 2017 school calendar/prospectus. These initiatives have seen positive increases in absence reporting and access to parent teacher interviews and the 2017 calendar of school events has been very well received.

Respectful relationships programs

Rangeville State School has developed and implemented through our C2C Health units and lessons focused on appropriate, respectful and healthy relationships. The *Respectful relationships education program* — an initiative of the Queensland Government — is part of a broader multi-departmental commitment to ending domestic and family violence. By implementing the Respectful relationships education program, Rangeville State School provides our students with 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. The Prep to Year 6 programs are aligned to the Australian Curriculum: Health and Physical Education and are delivered through this learning area. Specialised resources for schools and teachers are used which include program guidelines, teaching overviews and resources for each year level.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	19	14	20
Long Suspensions – 6 to 20 days	0	1	1
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

The school's Environmental Project Club monitors classroom usage and control of heaters, fans, air-conditioners and especially data projectors. Students also assist staff in monitoring water wastage from taps and toilets.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	194,479	869
2014-2015	218,901	2,967
2015-2016	48,483	1,127

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	58	36	<5
Full-time Equivalent	49	24	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	5
Bachelor degree	35
Diploma	11
Certificate	3

*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 \$ 90,400.

The major professional development initiatives are as follows:

- o Participation in Professional Learning Communities with explicit focus on writing and short cycle data analysis
- o Partnering with Dr Peter Stebbins, The Stress Surfer to customise and build leadership capability and capacity within our Leadership Team by participating in the High Performing Team professional development.
- o Creating a Reflective culture within the workplace - a series of 3 guided sessions by Stacey Ashley from Ashley Coaching

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.	94%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% 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%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	91%

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

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

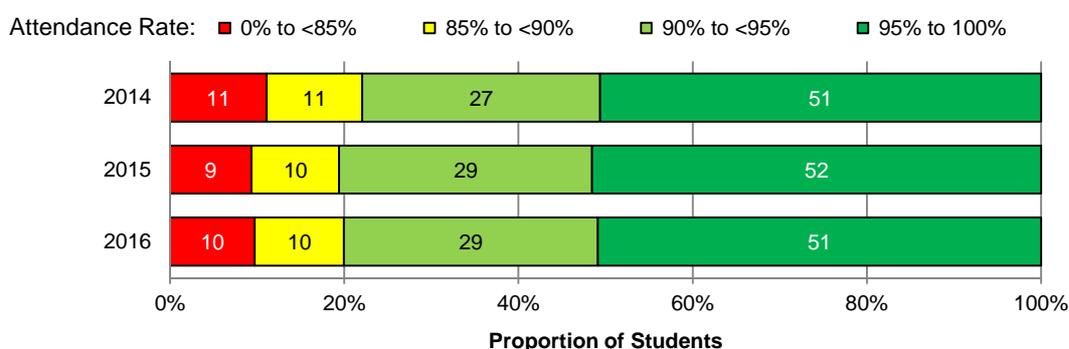
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	93%	94%	94%	93%	93%	92%					
2015	93%	94%	94%	93%	93%	94%	93%						
2016	92%	93%	94%	93%	93%	93%	94%						

*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 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.

In 2016, ID Attend was introduced to provide a single point of contact at the administration and a two way, SMS same day notification system for absenteeism for the school and home. This system has seen a dramatic increase in explained absences being received from families and immediate notification being sent to families when their children are absent.

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.

Rangeville State School embarked on a focused campaign to increase overall attendance and reduce regular absenteeism rates by a small percentage of the student population. Ongoing school newsletter articles, laminated posters across the entire campus, P&C meeting presentations, meetings with targeted parents, phone calls home by staff were prominent strategies in 2015-16 and in several cases, official written communication via registered post was again undertaken.

As a school we have also taken a greater supportive approach to developing understanding, reciprocal relationships with our families. Greater focus has been spent on working with our families to understand the issues faced by students and families in attending school. We have worked tirelessly with our students who have struggled to attend school through anxiety and trauma issues and as a result have greater flexible arrangements and solutions in place to ensure students and families feel holistically supported with suitable and appropriate strategies in place every day.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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

School name

Suburb, town or postcode

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.