Craigslea State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

Postal address:	Hamilton Road Chermside West 4032
Phone:	(07) 3350 8777
Fax:	(07) 3359 7296
Email:	principal@craigsless.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Kathy Canavan (Principal)

School Overview

Craigslea State Primary School has proudly served the West Chermside community in the northern suburbs of Brisbane since its establishment in 1972. Craigslea State School values Learning, Independence, Friendship and Environment. At Craigslea we are committed to providing a quality public education that delivers opportunities for all students to achieve learning outcomes and reach their potential. As a school community we aim to provide a safe, progressive, focussed and supportive learning environment. We encourage every student to aspire to intellectual, social, emotional and physical success in line with our motto of 'Learn for Life'. The culture of our school celebrates diversity and our inclusive practices support students with a wide range of abilities and cultural backgrounds. The school currently consists of 28 general learning classroom areas, four of which have been designed for the preparatory year learning program. All classes in the school, from Prep to Year 6, are coeducational. We are very fortunate to be located beside Craigslea State High School which allows us to develop learning programs that utilise the specialised facilities available and create a smooth transition from Years 6 to 7.

Principal's Forward

Introduction

This report contains general information about Craigslea State School in addition to the highlights, achievements, academic performance and school opinion survey results for the 2016 school year. This is the first year of implementation for the school's Strategic Plan 2016-2019.

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School Progress towards its goals in 2016

The key directions for 2016 were identified as:

- Powerful Learning: Harnessing Learning Intentions, Narrative and Pace and Higher Order Questions.

- Collegial and expert coaching to expand and improve teaching practices.

- Consistency in literacy and numeracy practices across sectors.

- Planning for differentiation

- Positive Behaviour for Learning: Social Emotional Learning and Student Well-Being.

School Progress towards its goals in 2016

Key Direction	Progress in 2016
Powerful Learning: Harnessing Learning Intentions, Narrative and Pace and Higher Order Questions	It is essential that high impact strategies are implemented by teachers to improve student learning. Teachers attended significant professional development around these strategies throughout 2016. Pre and post assessment for a selection of Prep students was undertaken and determined that the additional teaching of these strategies improved student understanding of what they were learning and why; how they were tracking with their learning and their overall oral language outcomes.
Collegial and expert coaching to expand and improve teaching practices	Teachers were grouped in triads consisting of two teachers and a member of the Leadership Team. Based on the Powerful Learning focus, a series of feedback sheets were produced which were used to guide teachers when observing the other's lesson. Feedback was then provided by the other two members of the triad, to improve practice on the focus strategy. A coaching cycle occurred once or twice per term.
Consistency in literacy and numeracy practices across sectors.	A revised reading framework for the school was developed by a team of teachers representative across the year

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	levels. Professional development will occur in 2017 to ensure the consistent implementation of the school's outlined practices.
Planning for differentiation	Significant research around the concept of differentiation occurred. Teachers planned in year levels each term to ensure their assessment task and its' associated learning experiences were inclusive of all the students in the classroom and worked toward student improvement through adjustments and modifications of the task to meet the needs, interests and abilities of all students.
Positive Behaviour for Learning: Social Emotional Learning and Student Well-Being	Whole-school training and social skilling in behaviour expectations; Supported Play for identified students; Whole-School Training in Conflict Resolution and Senior Leader Training in Peer Mediation Program.

Future Outlook

Key Directions 2017	Targets	Timelines
Powerful learning: Assessment and Feedback	-All teachers involved in a planning cycle incorporating assessment for learning -All teachers involved in a coaching cycle around feedback.	-Semester 2 -Semester 2
Collegial and expert coaching to expand and improve teaching practices with a reading and writing focus	-All teachers involved in a coaching cycle.	-Reading Semester 1 -Writing Semester 2
School Curriculum, Assessment and reporting framework with an inquiry focus.	-School Curriculum Framework rewritten.	-Semester 2
Planning for differentiation ensuring provision for highly able students.	-A teacher from each year level trained in catering for able learners. -All teachers involved in a planning cycle which plans for the needs,	-Term 2 and 3 -Each term

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	interests and abilities of all students in their class.	
Planning and embedding strategies to prioritise high expectations and authentic relationships.	-Parent Community Representatives in early phase -Regular class newsletters distributed -One assembly item per class planned.	Term 1 -Term 1 (2 newsletters) -Term 2 (1) -Term 3 (2) -Term 4 (1)

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	634	281	353	33	95%
2015*	560	246	314	21	96%
2016	571	261	310	18	95%

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
Our school community consists of families from diverse cultures who value education and enthusiastically support the LIFE (Learning, Independence, Friendship and Environment) values of the school. The community is generally stable, resourceful and committed to helping students achieve their best. The school's Index of Community and Socioeconomic Advantage (ICSEA) score is 1072.

We celebrate diversity and our inclusive practices support students with a wide range of abilities and cultural backgrounds. Approximately 211 of Craigslea students in 2016 were from a cultural background other than English with 34 countries of origin represented. Many of these students have English as an Additional Language/Dialect with 40 different home languages. Around 24 of students are Indigenous.

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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	23	24
Year 4 – Year 7	26	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

In addition to the Key Learning Areas- English, Mathematics, Science, History, Geography, The Arts, Technology and HPE.

Craigslea State School curriculum offerings include:

- Specialisation classes (RAPs) within Years 4,5 and 6 as a middle schooling initiative to allow some degree of subject specialisation whilst preparing students for a secondary schooling environment. In 2017, RAPs will occur in The Arts, Technology and Health.

- Japanese classes for students in Years Two to Six with a specialist Languages teacher.

- Social skills lessons across all year levels both proactively and in response to student behaviours.

- Social Emotional Learning for all classes based on the Health Curriculum in addition to whole school Conflict Resolution Training.

- Craigslea provides pathways for students of all abilities to access the Australian Curriculum through adjustments and modifications to learning experiences in mainstream classrooms
.
- Instrumental Music (Brass, Woodwind, Strings and Percussion)

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Co-curricular Activities

- Inclusive and Performance Choirs

- Instrumental Music Program and associated activities such as performances, tours, camps etc.

- National English, Maths, Science, Digital Technologies, Spelling and Writing competitions.

- Student Leadership Program

- Peer Mediation Program called "Bridge Builders" occurs in the playground where older students work through a conflict resolution process to assist younger students with minor playground conflicts.

- Student Council

- Interschool Sport with significant training occurring in sports such as Volleyball and Cross-Country

- Camp Program for Years 5 and 6. Year 5 attended Camp Currimundi on the Sunshine Coast and Year Six visit Sydney and Canberra to undertake educational activities linked with the curriculum.

How Information and Communication Technologies are used to Assist Learning

- Digital technologies are integrated into curriculum units in all year levels from Prep to Year 6. Classroom teachers worked with a lead teacher to embed opportunities within their classroom programs.

- Interactive whiteboard technology has supported the use of digital pedagogies. Teachers utilise learning objects and virtual classrooms to enhance student learning.

- The school subscribed to Mathletics, Reading Eggs and Sunshine Online which can be accessed at home and at school to enhance student learning.

- In 2016, Years 4 and 5 participated in the Bring Your Own Device IPad Program. Additional devices were available to each classroom for those students that for whatever reason chose not to bring their own device. The program will be expanded in 2017, to Year 4,5 and 6.

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How Information and Communication Technologies are used to Assist Learning

- All but one block in the school (non-classroom) was set up for wireless access with all classrooms still having access to 2 to 4 desktop computers. Significant investment in wireless infrastructure will occur in 2017 to ensure the network's capability for the expansion of the IPad program.

- Two computer labs were available for whole class access.

- 140 IPads were available for use across the classes Prep – Yr 6 with 5-6 allocated to each classroom to support teaching and learning through the embedding of ICTs in classroom programs.

- Teachers are routinely accessing online learning opportunities to engage students. In 2016, the school competed in the "Tech Girls" Program facilitated by staff from the Queensland University of Technology. The girls worked at lunchtimes and after school to create an app to solve a real world problem.

- In 2017, the school will utilise flexible staffing to employ a lead teacher to enhance the teaching of Digital Pedagogies and STEM (Science, Technology, Engineering and Maths)

Social Climate

Overview

Craigslea State School's motto is "Learn for Life." The school wide positive behavior program covers four LIFE values-Learning, Independence, Friendship and Environment-which overarch our school rules/expectations. The focus of this program is on recognising the great choices students make to ensure we have positive, supportive and inclusive learning environments. 89% of our students participated in the term positive recognition program *Craigslea Stars.* This celebration rewards students' ability to make positive behavior choices. Behaviour plans, goals and strategies are developed for students who do not meet the expected satisfactory standard at that time. The Positive Behaviour for Learning Team met fortnightly to develop an action plan responding to the data for proactive problem solving. In 2016, some feedback from staff, students and parents on *Craigslea Stars* and other aspects of the school's responsible behaviour plan will provide an opportunity for a thorough review of this document during 2017.

Social Climate

Student leadership qualities are strongly promoted throughout the local community. Students are continually encouraged to be organized, show initiative, treat people fairly and display courage through 'risk taking' in their learning. Students are encouraged to consider themselves 'ambassadors' of the school whenever they are in uniform and be exemplary role models to other children, particularly to those younger than themselves. The Senior Leaders program offered the Year 6 students the opportunity to participate in the governance of the school and to actively assist younger students to be successful. Senior leaders meet fortnightly with the School Leadership team to reflect on school and student performance, develop action plans to address any concerns and organised lunchtime activities that appealed to their peers. 2016 was the first year that Year 6 students were selected and trained to be "Bridge Builders" in order that they were skilled to assist younger students to resolve simple playground conflicts.

During 2016, the school moved away from the concept of "detention" of students during play-time due to their inappropriate behavior choices and adopted the U Turn Table process which provides the student with an opportunity to constructively reflect and plan forward with an adult after making an inappropriate choice or series of choices. The U Turn Table is more consistent with the school's philosophy of discipline versus the use of punishment.

In 2017, the school will undertake a whole school anti-bullying program called "Be The Change" which has some focus on the role of bystanders in bullying incidents. Staff, parents and students will have access to the training. The Principal and Deputy Principal played an active role in the investigation and action upon alleged bullying incidents. Classification of incidents into bullying or conflict was useful in terms of making the most appropriate plans of action to support students. The Principal and Deputy Principal proactively met with students who were experiencing difficulties in the social environment to check in, solve issues, make plans and celebrate success.

Events such as Harmony Day, Say No to Bullying, NAIDOC Week, Day for Daniel etc were marked to highlight the school's inclusive nature.

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Parent, Student and Staff Satisfaction

Parent measures were high on the measures of the school being a good school, their children like being at the school, feeling safe and on the measure that student behaviour is well-managed. Strategies for additional focus in 2017 are those around improving communication and the maintenance around the school. Much of this work was commenced in 2016 with parent "CUPPA" (Catch Up with Principal Parents and Admin) mornings and a number of facilities projects are planned for 2017.

Student opinions were high almost across all measures particularly, *they are getting a good education*, *teachers motivating them to learn* and their *teachers expecting them to do their best*. The measure around teachers treating students fairly will be a focus of the work in 2017 with a movement away from a punishment model towards a discipline model through reflection rather than detention and supported play and social skilling for students experiencing difficulties with their playground behaviour. In classrooms, a positive recognition strategy will be developed.

The staff survey scored highly on measures such as enjoying their work, feeling safe, encouraging students to do their best and looking for ways to improve. Improvements around performance development planning will occur in 2017.

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)	94%	98%	90%
this is a good school (S2035)	93%	95%	94%
their child likes being at this school* (S2001)	99%	93%	94%
their child feels safe at this school* (S2002)	97%	90%	94%
their child's learning needs are being met at this school* (S2003)	88%	93%	90%
their child is making good progress at this school* (S2004)	90%	95%	90%
teachers at this school expect their child to do his or her best* (S2005)	99%	98%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	93%	84%
teachers at this school motivate their child to learn* (S2007)	94%	95%	83%
teachers at this school treat students fairly* (S2008)	92%	93%	83%
they can talk to their child's teachers about their concerns* (S2009)	96%	95%	90%
this school works with them to support their child's learning* (S2010)	95%	95%	87%
this school takes parents' opinions seriously* (S2011)	88%	92%	83%
student behaviour is well managed at this school* (S2012)	87%	93%	94%
this school looks for ways to improve* (S2013)	95%	95%	90%
this school is well maintained* (S2014)	81%	88%	87%

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7.Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	94%	98%
they like being at their school* (S2036)	91%	85%	95%
they feel safe at their school* (S2037)	93%	85%	91%
their teachers motivate them to learn* (S2038)	97%	91%	97%
their teachers expect them to do their best* (S2039)	98%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	96%
teachers treat students fairly at their school* (S2041)	86%	78%	84%
they can talk to their teachers about their concerns* (S2042)	86%	80%	89%
their school takes students' opinions seriously* (S2043)	80%	83%	90%
student behaviour is well managed at their school* (S2044)	77%	72%	86%
their school looks for ways to improve* (S2045)	94%	92%	100%
their school is well maintained* (S2046)	90%	76%	96%
their school gives them opportunities to do interesting things* (S2047)	93%	85%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	94%	100%
they feel that their school is a safe place in which to work (S2070)	95%	100%	100%
they receive useful feedback about their work at their school (S2071)	81%	91%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	92%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	97%	97%
student behaviour is well managed at their school (S2074)	91%	94%	97%
staff are well supported at their school (S2075)	79%	89%	97%
their school takes staff opinions seriously (S2076)	71%	89%	96%
their school looks for ways to improve (S2077)	90%	97%	100%
their school is well maintained (S2078)	65%	74%	83%
their school gives them opportunities to do interesting things (S2079)	79%	94%	86%

* 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.

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Parent and community engagement

Parents are invited to volunteer within classrooms and within the life of the school at regular events such as The Craigslea Carnival, Mothers' and Fathers' Day Stalls etc. The P and C meets once per month and the school council over strategic matters once per term. Opportunities to gain more regular feedback in 2017 will be explored as well as a Parent Community Representative for each early phase classroom. Additional links with local early education centres and schools will occur. Links with the local high schools and other schools to share professional, curriculum and moderation projects will be advantageous to our school and the local community as a whole.

The needs of Craigslea's diverse student population are supported through curriculum planning which takes account of the needs, interests and abilities of every student. There is a broad acceptance of differences within our community which is reinforced by the school's LIFE values and the expectations contained within them.

Respectful relationships programs

Social Emotional Learning has been a key aspect of the school in 2016 through the implementation of the health curriculum, the Daniel Morecombe program and the explicit teaching of the school's LIFE values. All students were engaged in the Bridge Builders Conflict Resolution Program. From the commencement of 2016, senior students used conflict resolution strategies in the playground to facilitate peer mediation. In 2017, all students will receive training in the "Be the Change" program which highlights behaviours that empower students to use their role as bystanders to prevent bullying. The change of focus from a philosophy of punishment to discipline allows students to reflect on their behaviour, discuss how it affects others and plan a better future for themselves and others. The celebration of Harmony Day, NAIDOC Week, Day for Daniel emphasise personal safety and the accepting of difference.

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
6Short Suspensions – 1 to 5 days	13	8	12
Long Suspensions – 6 to 20 days	2	3	2
Exclusions	0	0	1
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.

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Environmental Footprint

Reducing the school's environmental footprint

The school's electricity usage has continued to increase most likely due to the air-conditioning in every classroom. Continued education of staff around the guidelines of use will seek a reduction in this consumption. Water tanks are utilised for irrigation wherever possible.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	226,586	
2014-2015	284,153	
2015-2016	300,954	

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.**

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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.

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	44	33	0
Full-time Equivalents	37	19	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	8
Bachelor degree	30
Diploma	2
Certificate	

*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 $46 900.

The major professional development initiatives are as follows:

- Coaching of teaching staff in Powerful Learning (Learning intentions High Order Questions)
- Mentoring beginning teachers
- Planning for differentiation
- Embedding ICTs through iPads across classrooms
- Social-Emotional Learning – staff and students
- Collaborative development of a reading framework for the consistency of reading practices
- Teacher Aides undergoing training in intensive literacy PD to support children in Prep-Yr 2
- Targetted individual professional development opportunities in order for staff to meet *Professional Development Plan* goals

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%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 97% 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%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	83%	87%

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

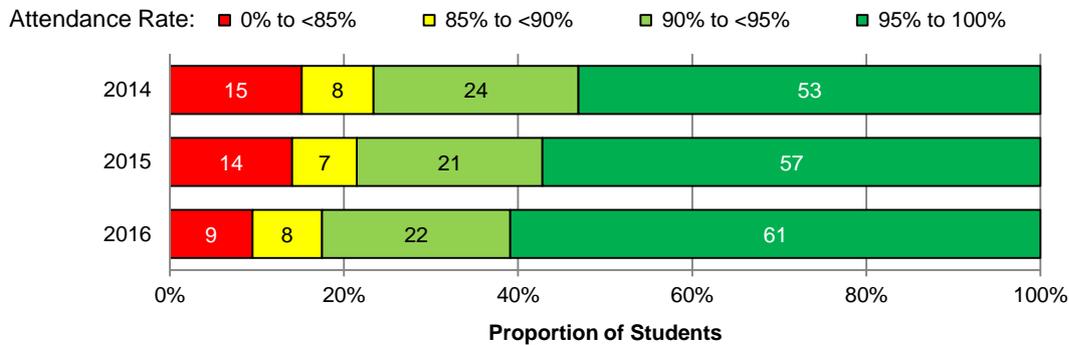The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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	92%	94%	92%	92%	95%	93%	93%	93%					
2015	95%	91%	96%	93%	93%	95%	93%						
2016	94%	95%	93%	96%	95%	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.

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Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85%   ☐ 85% to <90%   ☐ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	15	8	24	53
2015	14	7	21	57
2016	9	8	22	61

Proportion of Students

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.
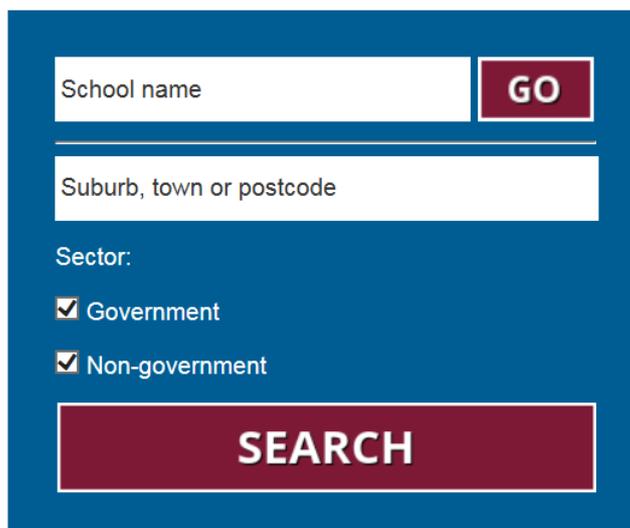
Administration is contacted by the classroom teacher after a student's third unexplained absence. Every five weeks an attendance report is run and an action is planned for those students who fall below the 85% benchmark without a valid reason. Proactive strategies such as the sharing on assembly each week of attendance rates for each class and in the fortnightly newsletter are reminders of the importance of attendance and its' effect on student outcomes. 100% attendance certificates for the previous term are awarded at assembly at the start of each term. Roll-marking is done twice per day at designated times. The morning roll-marking results in an automated text message to parents for absent students who have not yet had an unexplained absence.

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NAPLAN

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

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

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

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