



## Hilliard State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

## Contact Information

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## School Overview

Established in 1991, Hilliard State School has a reputation for enabling children to reach their potential in a range of areas. We celebrated our rich and successful heritage with several significant events during our 25 year anniversary in 2016. The school is growing and caters for the learning needs of over 740 students from Prep to Year 6. The student population includes 48 students with disabilities who are catered for in mainstream classes. 40 indigenous students attend our school. Approximately 30 Classroom Teachers, 6 Specialist Teachers and a Special Education Program consisting of a Head of Special Education Services (HOSES) and 4 Special Education Teachers comprise the teaching staff of the school. A management and leadership team (MALT) made up of the 2 Deputy Principals, Head of Curriculum, Business Services Manager, HOSES, Master Teacher and Principal lead the school strategic decision making process. Our commitment is to the development of the whole child which includes academic, sporting, cultural, social and emotional aspects. Our school motto 'Acceptance in a Caring Community' is embedded in all our actions and reflected in the relationships between teachers, students and the school community. In addition to the eight Key Learning Areas, our school offers quality extra-curricular opportunities. These include a national, award winning Aerobics, Hip Hop and Cheer program, an acclaimed student leadership program, intra-school sport, instrumental music and choir. Hilliard State School is known for its innovative use of Information Communication Technology and eLearning across the curriculum. Our school is an Apple Distinguished School. This honour is bestowed on less than 1% of all schools in the nation and was in recognition of our innovation, leadership and educational leadership. Our shared vision 'Together We Learn, Lead and Succeed' shapes the way we go about our teaching and learning

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

Hilliard State School worked on the following priorities in 2016:

- Implemented the Hilliard SS Pedagogical Framework
- Implemented the Hilliard SS Reading Program
- Implement the Yellow to Green (Y2G) Hilliard State School Upper 2 Band Action Plan with a focus on Reading
- Implemented the Hilliard State School Responsible Behaviour Plan For Students
- Implemented personalised learning within an eLearning rich environment by the facilitation of 100% BYO iPad classes (iLearn@Hilliard SS BYO iPad Program)
- Employed a Digital Technologies Teacher to maintain innovative eLearning teaching
- Implemented student reading goal setting and feedback program
- Continued Year Level Coordinator position to foster distributed leadership and curriculum leadership within each Year level team
- Develop ICPs for identified students
- Implement Gifted and Talented (CHIPS) and extension program based on SAGES results
- Introduction of student scholarship program with scholarships being offered in the following domains: Academic; Aerobics/Hip Hop/Cheer; eLearning and Instrumental Music

The school continued to achieve strongly and made sound improvement in terms of the National Assessment Program – Literacy and Numeracy (NAPLAN) results. Please find below a table outlining our school's 2016 NAPLAN performance.

Year 3	Year 5
<p><b>Reading</b> – Improved Upper Two Bands (U2B) by 6% from 2015</p> <ul style="list-style-type: none"> <li>- School Mean has improved by 9 points from 2015</li> <li>- 99% of students reached National Minimum Standard (NMS)</li> </ul>	<p><b>Reading</b> – Improved Upper Two Bands (U2B) by 1.2% from 2015</p> <ul style="list-style-type: none"> <li>- School Mean Scale Score (501) is the best ever since 2008. This Mean Scale Score is above Like Schools Mean and State School Mean</li> </ul>
<p><b>Writing</b> – Improved U2B by 5% from 2015</p> <ul style="list-style-type: none"> <li>- School Mean has improved by 3 points from 2015</li> </ul>	<p><b>Writing</b> – Improved U2B by 3% from 2015</p> <ul style="list-style-type: none"> <li>- Improved U2B by 3% from 2015 School Mean Scale Score is best since 2011 and is similar to Like Schools Mean, State School Mean and National Mean</li> </ul>
<p><b>Spelling</b> – School Mean has improved by 18 points from 2015</p> <ul style="list-style-type: none"> <li>- Improved U2B by 16% from 2015</li> <li>- Above national cohort for spelling in NMS</li> </ul>	<p><b>Spelling</b> – Above national cohort for spelling in NMS (100%)</p>
<p><b>Grammar and Punctuation</b> – Improved U2B by 1% from 2015</p>	<p><b>Grammar and Punctuation</b> - School Mean Scale Score (495) is the best ever since 2008. This Mean Scale Score is above Like Schools Mean, State School Mean and National Mean</p>
<p><b>Numeracy</b> – 93.9% of students reached NMS and is similar to National Cohort</p>	<p><b>Numeracy</b> – School Mean Scale Score (482) is best ever since 2008 and is similar to Like Schools Mean, State Mean and National Mean</p>

Staff undertook professional development in a variety of activities in 2016. \$32564.21 was expended in 2016 on Professional Development. Please see further details on page 11.

Continued implementation of the Developing Performance Framework built the collective capacity of staff. The school's proud tradition of achievement in Music and Aerobics and Dance has also been maintained.

### Future Outlook

During the 2017 school year, our explicit improvement agenda will continue to focus on sharpening reading instruction in our school with a specific focus on classroom practices with the goal of improved student reading outcomes. As well as this, we will continue to develop, implement and continue the following:

1. Embed HSS Pedagogical Framework
2. Implement 2017 HSS Reading Action Plan
3. Support whole school BYO ipad program to incorporate highly effective pedagogical practices as outlined in the HSS Pedagogical Framework and in the iLearn@HilliardSS Teaching and Learning Placemat
4. Support Year Level Coordinators (YLC) and provide opportunities for MALT and YLCs to take on leadership roles according to experience and readiness
5. Feedback – quality and timely feedback to students and staff
6. Continuation of Master Teacher role via MT 3 Year Plan
7. Implementation Enrichment Action Plan (CHIPS) for identified students
8. Individual Curriculum Plans (ICPs) for identified students
9. Implementation of Y2G (Yellow to Green) Hilliard SS U2B Action Plan – with a focus on Reading
10. MALT working with individual year levels – instructional leadership model with a focus on Reading
11. Introduction of Digital Technology Teacher to implement coding and robotics program
12. Repair and modify Senior Fort/Playground
13. Guaranteed Viable Curriculum Maths and English
14. Continued teaching of Coding and Robotics including establishment of STEAM room
15. Develop a School Review Action Plan based on Key Improvement Strategies contained in the School Review Report (November 2016)

# 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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	694	321	373	39	96%
<b>2015*</b>	703	325	378	33	97%
<b>2016</b>	723	342	381	38	97%

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

Hilliard State School is a state primary school located in the Bayside district, 30 minutes from the Brisbane CBD. The school was established in 1991. The student clientele is characterized largely by middle class families. This is reflected in our ICSEA value in 2015 of 1014.

The gender breakdown of students indicates significantly more boys than girls with 381 boys and 342 girls enrolled at the school. School enrolment continuity data from 2015 and 2016 indicate that within all year levels the percentage of students continuing at our school is either at or above State and like-schools comparisons.

### 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	24	24	25
Year 4 – Year 7	25	26	25
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 eight key learning activities, Hilliard offers additional activities that align with our commitment to the development of the whole child. They include:

- Health and fitness activities
- A school leadership program, formalized in Year 6 with a Year 5 mentor program offered to all students and opportunities for leadership positions in Student Council, Environment, eLearning, Events and Community and Library teams involving students from Year 3 to 6
- "You Can Do It" Social/Emotional program

## Extra-curricular Activities

During 2016, students were able to take part in a wide range of extra-curricular activities. The major events and activities available to our students during the period included:

### Music

Instrumental and Choral programs including performances at Redlands Eisteddfod, Beginner and Advanced Band Camp, Fanfare and Percussion ensemble.

### Aerobics/Dance

Competition aerobics, hip hop and cheerleading is offered to all students in Years 2 to 6. Hilliard teams placed highly and first at State and National Championships.

**Recreational aerobics, hip hop and cheerleading is offered to all students in Years 1 to 6.**

### Sport

Interschool sport competition including soccer, cricket, softball, netball, rugby league for Years 4 to 6

Opportunities for students to trial for district and regional teams including softball, touch, athletics, cross country, touch, table tennis, T20 cricket, athletics, cross country and swimming.

### Community

Full school camping program: Years 1 – 3 school based activities; Year 4 – Kindilan; Year 5 – Currimundi; Year 6 – Sydney/Canberra  
School discos

### Academic

Participation in ICAS competitions

### Clubs

Various lunchtime clubs including chess, Supa and Blast clubs, knitting, ICT, tennis, book club, skipping etc.

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

At Hilliard State School, we support our staff in delivering quality educational programs for our students by utilising ICT, in particular iPads, and eLearning environments.

In 2016, we implemented 100% BYO iPad classes as part of the iLearn@Hilliard SS BYO iPad program. We have continued to build our ICT resources boasting interactive whiteboards in every classroom and teaching space, two computer labs, 100% wireless to classrooms, access to iPad KITS for every class and other digital devices including digital camera, Bee-bots and IPEVO digital visualisers.

In 2015, a Learning Innovation room was established, whereby all classes had ready access to robotics, coding and Maker Space type resources to encourage creativity, innovation and imagination.

## Social Climate

### Overview

Hilliard State school has an "open door" approach and strives to work with families to achieve the best possible outcomes for students. Hilliard has a strong reputation within our community of being the preferred choice of primary school education by both parents and students alike. To this end, we have a number of programs and processes to foster a sense of ownership and belonging which align with our school motto *Acceptance in a Caring Community*. These include:

- Student Council
- Student Leadership Program
- Chaplaincy Program
- Special Needs Program
- Responsible Behaviour Plan for Students (RBPFS)
- Behaviour Advisory Teacher (BAT) Program.

Hilliard State School is characterized by a positive and supportive social climate. We have a Responsible Behaviour Plan For Students (found on our school website) which details 3 school rules:

#### **BE SAFE**

#### **BE RESPECTFUL**

#### **BE A LEARNER.**

We run an End of Term prize for the House that achieves the highest percentage of You Can Do It awards which acknowledge students in our school who follow these keys to success.

Hilliard also offers a number of support programs. We have an experienced Guidance Officer who works at the school and is an integral member of the Special Needs Action Committee (SNAC). Our BAT team supports children to reach their personal and educational goals. A Chaplaincy program has been running successfully at the school for fifteen years and this program has become integral in supporting many aspects of the school's operation. Hilliard State School was the first Primary school to commence Chaplaincy in the Redlands area in 2002. The Hilliard school community is also known for its care and generosity towards others, raising much needed money to support those communities in need.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	95%	96%	96%
this is a good school (S2035)	89%	96%	96%
their child likes being at this school* (S2001)	100%	98%	98%
their child feels safe at this school* (S2002)	97%	96%	96%
their child's learning needs are being met at this school* (S2003)	100%	96%	88%
their child is making good progress at this school* (S2004)	97%	96%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	94%
teachers at this school motivate their child to learn* (S2007)	97%	96%	94%
teachers at this school treat students fairly* (S2008)	92%	87%	92%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%	96%
this school works with them to support their child's learning* (S2010)	89%	96%	91%
this school takes parents' opinions seriously* (S2011)	91%	90%	83%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	89%	87%	78%
this school looks for ways to improve* (S2013)	100%	94%	94%
this school is well maintained* (S2014)	92%	91%	96%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	93%	99%
they like being at their school* (S2036)	93%	91%	96%
they feel safe at their school* (S2037)	93%	83%	96%
their teachers motivate them to learn* (S2038)	96%	93%	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)	96%	90%	97%
teachers treat students fairly at their school* (S2041)	79%	85%	93%
they can talk to their teachers about their concerns* (S2042)	88%	81%	87%
their school takes students' opinions seriously* (S2043)	86%	79%	90%
student behaviour is well managed at their school* (S2044)	69%	69%	84%
their school looks for ways to improve* (S2045)	96%	91%	96%
their school is well maintained* (S2046)	92%	87%	92%
their school gives them opportunities to do interesting things* (S2047)	96%	87%	95%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	94%	83%
they feel that their school is a safe place in which to work (S2070)	91%	98%	91%
they receive useful feedback about their work at their school (S2071)	80%	88%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	88%	91%
students are encouraged to do their best at their school (S2072)	93%	96%	96%
students are treated fairly at their school (S2073)	93%	100%	93%
student behaviour is well managed at their school (S2074)	87%	90%	83%
staff are well supported at their school (S2075)	78%	86%	76%
their school takes staff opinions seriously (S2076)	82%	83%	72%
their school looks for ways to improve (S2077)	91%	92%	86%
their school is well maintained (S2078)	83%	82%	81%
their school gives them opportunities to do interesting things (S2079)	82%	86%	74%

Performance measure	2014	2015	2016
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Percentage of school staff who agree# that:

\* 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 Hilliard State School, parents are encouraged to actively participate in and support their child's education. Opportunities for involvement are outlined at enrolment interviews, orientation sessions, parent/teacher nights and through information posted on the school website, school Facebook page, LED sign and in the school and class newsletters.

Our Parent and Community Engagement Framework outlines these and other ways that Hilliard SS purposefully engages our parent body. Opportunities for parents to be involved in the running of the school include:

- Parents and Citizens Association Membership
- Uniform Shop Committee
- Tuckshop Committee and volunteers
- Chaplaincy Support Group
- Parent Information sessions
- School assembly attendance
- School Community Craft Group (Mother' and Father's Day stall)
- Fundraising Committee
- Attendance and support of school functions and events (Sport Days, Art Night, Open afternoons)
- Arts Committee Voluntary Support programs
- Support a Reader, Support a Talker, Ready-Reader programs
- Classroom parent volunteers (home reader exchange, learning group rotations, excursion support)
- Support Team coaching (football, netball, softball, basketball and tennis)
- Aerobics and Dance Support Group.

Our partnership with parents and caregivers ensures that students at Hilliard State School have a highly rewarding educational experience and reach their full potential.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. A feature of this is the Bravehearts Ditto program (for P – 2 students) and our DET Cybersafety Program for students from Year 2 - 6. Our Year 3 – 6 students participate in weekly Year level meetings around positive behaviour learning. For example Hilliard SS High Five. Our Responsible Behaviour Plan for Students is being reviewed in 2017.

## 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	54	82	79
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	1	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

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. With growing school infrastructure, ICT resources and air conditioning in some areas of the school, systems to support resource management are imperative. There are procedures for managing classroom electricity and air conditioning use. Hilliard State School is continuing to look at ways to reduce the school's environmental impact. The school developed a School Environmental



Management Plan in 2011, and introduced an Environment Leadership team (involving students) aimed at reducing the school's environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	203,131	1,744
2014-2015	212,662	12,820
2015-2016	200,977	13,414

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	56	29	<5
Full-time Equivalents	46	21	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	0
Bachelor degree	41
Diploma	10
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 \$32564.21

The major professional development initiatives are as follows:

- Angela Ehmer (Literacy Solutions) Reading
- Lee Denton (Literacy Solutions) Reading coaching and mentoring
- Visible Classrooms App
- South East Region U2B Reading Professional Development
- Essential Skills Behaviour Management Professional Development
- Non Violent Crisis Intervention
- OneSchool Student Support workshop
- Apple Conference (Melbourne)
- Customer Service and Telephone Skills (Administration Staff)
- 'Know Your Data' Professional Development
- Difficult Conversations Professional Development
- Various subscriptions to professional associations

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.	96%	96%	96%

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

From the end of the previous school year, 89% 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).	93%	93%	93%

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

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

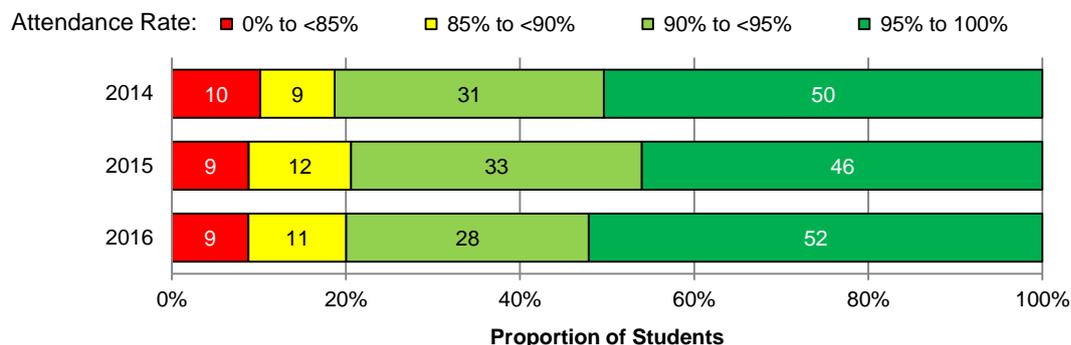
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	93%	94%	93%	93%	93%	84%					
2015	93%	94%	94%	93%	94%	92%	93%						
2016	94%	93%	94%	94%	93%	93%	94%						

\*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.

Hilliard State School records each child's attendance twice daily through the OneSchool electronic roll marking procedure. Parents and caregivers are required to provide written explanations to the class teacher, or advise the school office on the day of the absence, if their child is absent from school at any time.

Student absences can also be logged via Qparents. If a student has been absent for 3 days without reasonable excuse, the class teacher contacts the parents. All contact is recorded in One School for accountability.

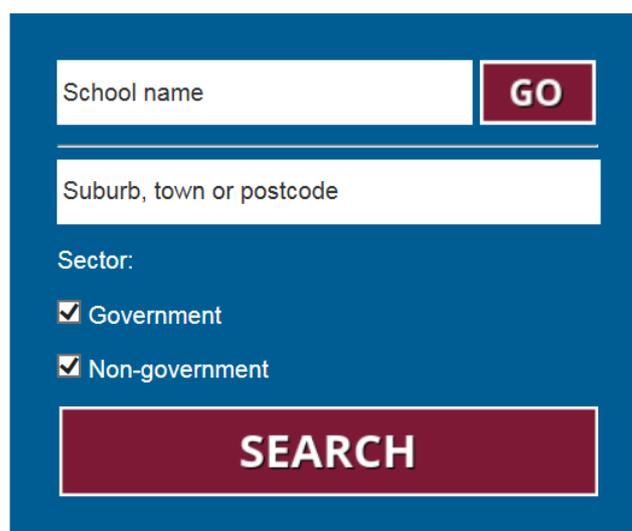
The principal issues official warning letters to parents and caregivers if a satisfactory explanation is not received. Students arriving late to school or leaving early must report to the school office for a late or early slip.

## 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 maroon "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 maroon button with the word "SEARCH" in white capital letters.

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.