



BROOKFIELD
State School
Independent Public School

Belong – Strive – Succeed

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



Contact Information

| | |
|-----------------|---|
| Postal address: | 36 Boscombe Road Brookfield 4069 |
| Phone: | (07) 3374 7333 |
| Fax: | (07) 3374 7300 |
| Email: | principal@brookfieldss.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: | The Principal |

School Overview

Brookfield State School provides a supportive school environment and is committed to developing the potential in every child through high quality academic programs, the Arts, physical activity and extra-curricular opportunities. Our school improvement agenda has seen students continue to grow and improve and develop a strong foundation essential for lifelong learning.

Brookfield State School has enrolments of just over 500 students across Prep to Year 6.

Brookfield State School has a warm, inclusive, 'rural' feel, yet is only 20 minutes from the centre of Brisbane. Our school has a very positive and strong reputation in the wider community as catering for individual difference, providing a well-balanced education and building social and emotional resilience through 'Bounce Back', a well-being and resilience program for students.

Established in 1871, Brookfield State School has served an area that has seen growth from a timber, gold mining, farming and small-crop production district, to a thriving semi-rural and suburban residential area supporting a middle to upper socio-economic population of professional and self-employed citizens.

In 2015, Brookfield became an Independent Public School and established a Professional Collaborative Learning Centre (PCLC) with the aim to support students' learning and school life through developing professional knowledge, professional practice and professional engagement. The PCLC is used extensively by staff, parents, pre-service teachers and specialists to build capability and ensure we deliver evidence-based best teaching and learning practices.

Our curriculum is underpinned by our belief in every student succeeding and developing as a lifelong learner who is: a knowledgeable person with deep understanding, a complex thinker, a creative person, an active investigator, an effective communicator, a participant in an independent world, and a reflective and self-directed learner.

Principal's Foreword

Introduction

The School Annual Report provides parents and members of the school community with information about the school's activities and performance over the past year. It highlights the strengths of teaching and learning programs at our school and identifies areas for development and improvement.

Brookfield State School is focussed on every student succeeding. We pride ourselves on our unrelenting focus on improving student performance, balanced with fostering and supporting each child's cognitive, creative, social, emotional and physical development. Our endeavour to improve the quality of educational experiences for all students drives everything we do.

Our improvement agenda identifies high impact strategies to lift performance across the school to ensure every student succeeds.

School Progress towards its goals in 2017

Brookfield State School maintained its commitment to improving reading, writing and numeracy outcomes for every student. The 2017 Annual Implementation Plan outlined the priority actions in each area with associated targets and timeframes. Targets were met and the data collected has informed future practice.

The PCLC operated successfully in 2017 with more than 80% of teachers attending professional learning opportunities to build their capabilities in delivering effective reading, writing and numeracy programs. This commitment is outside of their mandated one-hour/week staff meeting time and is reflective of a high performing team culture. Each term, all teaching staff undertake a pedagogical reflection, a formal classroom observation focusing on the school's improvement agenda. These pedagogical reflections are linked to each teacher's Annual Performance Development Plan and the reflective conversation is a commitment to improved practice.

100% of students across Prep to Year 6 had visible reading, writing and numeracy goals which were reviewed regularly with feedback provided by teachers and peers. The goals and the nature of the feedback is directly linked to curriculum programs and improved learning. The lesson intent and success criteria is shared before each lesson as part of our embedded explicit teaching approach.

The school's assessment schedule ensures a range of standardised and school-based assessments are conducted to monitor progress and inform further differentiated teaching and learning opportunities. Moderation occurs within the school to ensure there is consistency in teacher judgments and across school moderation occurs twice yearly with an explicit focus on narrative and persuasive writing.

Each of the priority areas (reading, writing and numeracy) are scanned and assessed regularly to ensure any necessary resources are redirected to support students' literacy and numeracy learning outcomes.

The trajectory of improvement for all students is positive and a reflection on the school's high performance culture. The following NAPLAN data demonstrates our strong performance in literacy and numeracy for 2017.

| Year 5 NAPLAN 2017 | Mean Scale Score | | |
|---------------------------|--------------------------------|---------------------|------------------------|
| Strand | Australia | Queensland | Brookfield SS |
| Reading | 506 | 498 | 581 |
| Writing | 473 | 456 | 520 |
| Spelling | 501 | 492 | 546 |
| Grammar & Punctuation | 499 | 492 | 571 |
| Numeracy | 494 | 486 | 568 |
| Year 5 NAPLAN 2017 | | | |
| | Upper Two Bands (U2B) % | | |
| Strand | Australia % | Queensland % | Brookfield SS % |
| Reading | 37 | 34 | 77 |
| Writing | 16 | 11 | 41 |
| Spelling | 34 | 29 | 61 |
| Grammar & Punctuation | 34 | 30 | 59 |
| Numeracy | 28 | 25 | 71 |

STEM was added as a priority in 2017, particularly the emphasis on implementing the Australian Curriculum: Digital Technologies, and innovation and engagement through entrepreneurial opportunities, coding and robotics.

Future Outlook

Brookfield State School will continue its focus on every student succeeding, building on strong literacy and numeracy foundations through explicit teaching and improving teaching quality.

Ambitious, yet achievable targets have been set in reading, writing, numeracy and STEM, with explicit strategies implemented to meet them. Student data will be analysed regularly to monitor progress, guide teaching practices and provide timely intervention for all students to reach their potential as successful learners.

Our School at a Glance

School Profile

| | |
|--|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | Yes |
| Year levels offered in 2017: | Prep Year - Year 6 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|--------------|--------------|-------------|-------------------|---|
| 2015 | 516 | 262 | 254 | 3 | 98% |
| 2016 | 511 | 254 | 257 | 3 | 97% |
| 2017 | 505 | 246 | 259 | 3 | 97% |

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

The Brookfield State School community draws on enrolments from the western suburbs of Brisbane including Brookfield, Upper Brookfield, Kenmore Hills, Kenmore, Chapel Hill, Pinjarra Hills, Pullenvale, Bellbowrie, Moggill and Anstead.

Brookfield is a middle to high socio-economic area consisting of professional workers and self-employed business people. There is a mix of acreage and residential properties in the area.

Brookfield is a community of well-educated and informed families who place high expectations on education. Students are tolerant, respectful, responsible and willing learners.

Average Class Sizes

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

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 3 | 23 | 21 | 22 |
| Year 4 – Year 6 | 23 | 25 | 26 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

- School wide delivery - Whole School Plan – Year Level Plans – Unit Plans
- Collaborative practices for planning and implementing the Australian Curriculum across year levels (English, Mathematics, Science, History, Geography, Technology, HPE, The Arts, Music and LOTE {German})
- Differentiated teaching and learning in every classroom.
- Moderation processes in place to ensure consistency of teacher judgments for reporting purposes.
- Embedded Pedagogical Framework
- Innovation, including coding and robotics, and exploring the introduction of drones in 2018
- Integrated ICT throughout curriculum (BYOD Windows Devices Year 3; iPads Years 4-6)
- Whole school subscriptions to Mathletics, Literacy Planet and Reading Eggs (P&C funded)
- Science, Technology, Engineering and Mathematics (STEM). Brookfield State School students participate in the STEM initiative hosted by the University of Queensland and present Science Investigations at a forum hosted by the Queensland Academy for Science, Mathematics and Technology (QASMT). Students in Years 5 and 6 rotate through regular STEM lessons.
- Students in years 2-6 participate in local, national and international competitions in English, Mathematics, Science, Spelling, Writing, Technologies and Problem-Solving.
- An outstanding classroom and extra-curricular music program.
- All students in Years 5 and 6 participate in the District Sport Competition.
- An outstanding Health and Physical Education Program with a major inter-house sporting event is held each term: Cross Country in Term 1; Athletics Carnival in Term 2; Ball Games Carnival in Term 3; and Swimming Carnival in Term 4.

- Participation in Pullenvale Environmental Education Centre’s experiential learning programs using the story-thread pedagogy.

Co-curricular Activities

Brookfield State School provides enriched co-curricular experiences including:

- Instrumental Music (Years 3-6) – strings, percussion, woodwind and brass providing many children with opportunities to participate in Concert Band and String Orchestra recitals both locally and throughout the region
- Choral groups (Years P-6 - Junior, Intermediate and Senior)
 - Intermediate Choir – Gold - Creative Generation Voices 2017 – Choral Division
 - Senior Choir – Silver – Creative Generation Voices 2017 – Choral Division
 - Junior Choir – Silver – Creative Generation Voices 2017 – Choral Division
- Marimba groups
- Dance (Years P-6)
- Inter-school Sport (Years 5 and 6)
 - 2017 Swimming District Champion School
 - 2017 Track and Field District Champion School
 - 2017 Cross Country District Champion School
- Running Club (Years P-6) for general fitness and preparation for cross-country and athletics
 - Winners of the District Cross Country for the last seven years
 - Queensland All Schools Primary Cross Country for the last four years
 - Winner of the District Athletics for the last three years
- Tennis lessons conducted by the Brookfield Tennis Centre (Years P-6)
 - Finalist - Most Outstanding School for Tennis, Tennis QLD awards
 - Queensland State Red Ball Champions for the last five years
 - Queensland State Orange Ball Champions for the last two years
- Soccer Club (Years P-6)
- Kids’ STEM Convention
 - Won three of the five award categories in 2017
- Chess Club
- Science Club
- Ceramics Club
- Excursions and Incursions
- School Camps

In 2017, a number of students were selected for representative sporting teams:

- District Swimming – six students
- Regional Swimming – three students
- Netball District – one student
- District Soccer – six students
- Regional Aquathon – five students
- District Cross Country – thirteen students
- Regional Cross Country – eleven students
- State Cross Country – one student
- District Tennis – five students
- Regional Tennis – one student
- District Touch Football – two students
- District Athletics – sixteen students
- Regional Athletics – ten students
- State Athletics Team – one student

There are also various opportunities to access dance, drama, sporting and self-defence classes outside of regular school hours.

How Information and Communication Technologies are used to Assist Learning

All classrooms are fitted with an Interactive White Board or Smart Board. The Teacher Librarian works closely with classroom teachers to plan for and implement the digital pedagogies that support the Australian Curriculum. A Tech Ambassador supports class teachers to implement the Australian Curriculum: Technologies.

Bring Your Own Device (BYOD) Windows device/iPad classes exist in Years 3-6. Banks of iPads exist for P-2 students. The purpose of the BYOD program is to engage students in learning, facilitate differentiation and improve connections between home and school.

Computers are used to support and enhance classroom teaching and learning programs. Laptops and desktops exist in all classrooms along with a permanent laptop lab in the Resource Centre for whole-class explicit instruction.

The school has full wireless connectivity.

Social Climate

Overview

Brookfield State School is the hub of the wonderful Brookfield community and participates in many community events including the annual Brookfield Show and the Bush Christmas. The school has a warm, welcoming feel where new families integrate quickly. Families in our community value learning and expect their children to participate effectively in meeting the school's expectations.

The 'Bounce Back' program is implemented throughout the school. Bounce Back develops social and emotional well-being skills and builds resilience strategies that are practical and useful for dealing with anxiety and stress.

Positive behaviour is encouraged and recognised in our Responsible Behaviour Plan for Students. The school participates in Positive Behaviour for Learning (PBL), a regional initiative to build capability in managing behaviours and training staff in functional behaviour and classroom profiling. The school now has an internal coach with access to an executive coach. The school's PBL Committee met fortnightly throughout 2017 to implement the positive behaviour strategies necessary for maintaining a safe, disciplined and supportive school environment.

Parents are actively involved in school activities. Our School Council and Parents and Citizens' Association have a close working relationship with the school leaders and staff. Parent, students and staff needs are met with compassion and professionalism.

The table below outlines the satisfaction of parents, students and staff with various aspects of our school.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|---|-------------|-------------|-------------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | 92% | 90% | 95% |
| this is a good school (S2035) | 96% | 89% | 95% |
| their child likes being at this school* (S2001) | 96% | 93% | 95% |
| their child feels safe at this school* (S2002) | 96% | 91% | 94% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| their child's learning needs are being met at this school* (S2003) | 90% | 85% | 90% |
| their child is making good progress at this school* (S2004) | 93% | 86% | 92% |
| teachers at this school expect their child to do his or her best* (S2005) | 96% | 95% | 95% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 88% | 86% | 90% |
| teachers at this school motivate their child to learn* (S2007) | 90% | 83% | 92% |
| teachers at this school treat students fairly* (S2008) | 86% | 84% | 93% |
| they can talk to their child's teachers about their concerns* (S2009) | 94% | 91% | 95% |
| this school works with them to support their child's learning* (S2010) | 91% | 83% | 93% |
| this school takes parents' opinions seriously* (S2011) | 82% | 78% | 88% |
| student behaviour is well managed at this school* (S2012) | 75% | 83% | 86% |
| this school looks for ways to improve* (S2013) | 96% | 89% | 97% |
| this school is well maintained* (S2014) | 99% | 96% | 98% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 99% | 99% | 96% |
| they like being at their school* (S2036) | 99% | 97% | 97% |
| they feel safe at their school* (S2037) | 95% | 97% | 97% |
| their teachers motivate them to learn* (S2038) | 98% | 97% | 94% |
| their teachers expect them to do their best* (S2039) | 98% | 98% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 98% | 97% | 95% |
| teachers treat students fairly at their school* (S2041) | 86% | 91% | 87% |
| they can talk to their teachers about their concerns* (S2042) | 90% | 91% | 84% |
| their school takes students' opinions seriously* (S2043) | 93% | 95% | 88% |
| student behaviour is well managed at their school* (S2044) | 90% | 95% | 88% |
| their school looks for ways to improve* (S2045) | 97% | 99% | 97% |
| their school is well maintained* (S2046) | 97% | 97% | 95% |
| their school gives them opportunities to do interesting things* (S2047) | 95% | 97% | 92% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 96% | 100% | 95% |
| they feel that their school is a safe place in which to work (S2070) | 93% | 98% | 95% |
| they receive useful feedback about their work at their school (S2071) | 93% | 96% | 92% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 95% | 84% | 89% |
| students are encouraged to do their best at their school (S2072) | 100% | 98% | 95% |
| students are treated fairly at their school (S2073) | 96% | 98% | 92% |
| student behaviour is well managed at their school (S2074) | 79% | 88% | 95% |
| staff are well supported at their school (S2075) | 89% | 98% | 92% |
| their school takes staff opinions seriously (S2076) | 89% | 96% | 94% |
| their school looks for ways to improve (S2077) | 100% | 98% | 97% |
| their school is well maintained (S2078) | 93% | 98% | 97% |
| their school gives them opportunities to do interesting things (S2079) | 93% | 98% | 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

Parents are encouraged to be involved in many facets of school life. Family members assist by supporting students in classroom activities, volunteering in the Resource Centre, attending excursions and camps, and volunteering in the Tuckshop and Uniform Shop.

At the beginning of each year, classroom teachers outline the various ways parents can support in the classroom and work in partnership with the teachers for the benefit of their children.

Parents are included in decision-making at the school level through the P&C Association and School Council. The school has an active Parents and Citizens' Association which provides supplementary funds and actively participates and supports projects throughout the school.

Brookfield has a wonderful sense of community and new families are welcomed into the community comfortably.

Respectful relationships programs

The school has adopted and implemented the 'Bounce Back' program to focus on appropriate, respectful and healthy relationships throughout the school. The school's inclusive practices procedures also facilitates respectful relationships.

School Disciplinary Absences

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

| SCHOOL DISCIPLINARY ABSENCES | | | |
|----------------------------------|------|------|------|
| Type | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 1 | 5 | 0 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

Brookfield State School's Environmental Management Plan (SEMP) outlines our commitment to recycling, saving energy, water conservation and acting responsibly. We harvest water from many roof catchments for use in toilets and for watering gardens. The school has a small Solar PV installation on a number of our buildings.

Environmental Captains work with the Student Council to consider environmental programs that support the reduce, reuse, recycle environmentally friendly habits. Students actively participate in various activities to reduce our school's environmental footprint. Our association with the Pullenvale Environmental Centre also encourages students to become environmentally aware citizens.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 158,965 | 1,680 |
| 2015-2016 | 154,056 | 1,623 |
| 2016-2017 | 152,020 | 1,257 |

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

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 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

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 44 | 18 | 0 |
| Full-time Equivalents | 34 | 13 | 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.** | |
| Bachelor degree | 39 |
| Diploma | |
| Certificate | |

*Teaching staff includes School Leaders **Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree & Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$20 769.

The major professional development initiatives are as follows:

- Literacy (Sheena Cameron) reading comprehension and writing strategies
- Seven Steps to Writing Success
- Numeracy (George Booker) explicit numeracy teaching
- Explicit instruction (Anita Archer)
- STEM (including robotics and coding)
- Australian Curriculum Implementation
- Differentiated Teaching and Learning
- Extension for advanced learners and gifted and talented students
- ICT development
- Positive Behaviour for Learning
- Staff Health and Wellbeing

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

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 94% | 95% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2017.

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 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 95% | 94% | 95% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 96% | 96% | 97% |

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

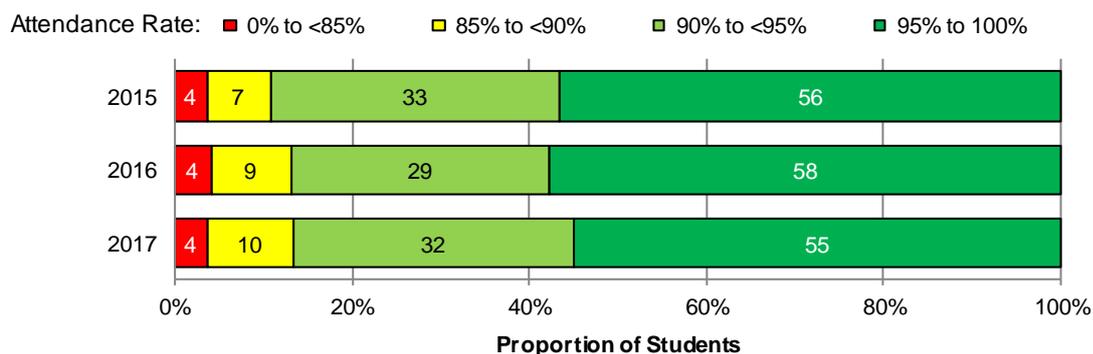
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 95% | 94% | 94% | 95% | 95% | 95% | 95% | | | | | | |
| 2016 | 93% | 95% | 94% | 95% | 95% | 94% | 95% | | | | | | |
| 2017 | 94% | 95% | 95% | 94% | 95% | 95% | 95% | | | | | | |

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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.

Class Rolls are marked twice daily. The first marking is at 9am and the second marking at 1:45pm, following second break. Unexplained absences are followed up with a SMS from a member of the administration team to enquire on the welfare of the absent student.

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

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.