

# Mount Cotton State School

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	1246 Mount Cotton Road Mount Cotton 4165
Phone	(07) 3822 0444
Fax	(07) 3822 0400
Email	the.principal@mtcottonss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Meagan Steward

## Principal's foreword

### Introduction

The School Annual Report outlines the achievement of students and staff at Mount Cotton State School in 2014.

Throughout this year, we continued to enact our Vision: To Grow Clever, Creative & Caring Individuals. We are passionate about our school being a place where everyone reaches their potential and loves to learn.

To reach the highest standards of learning, especially in Literacy and Numeracy, to which we aspire for our students, we are investing in:

- Committed skilled teachers who are constantly striving to improve their teaching practice
- 21st Century Learning focusing on mobile technologies, 24 hour access to learning and flexible, differentiated curriculum delivery
- An engaged, involved school community committed to the schools continuing success and improvement

### School progress towards its goals in 2014

In 2014, Mt Cotton State School achieved the following key priorities:

#### **Effective Pedagogy in Mathematics:**

- Engaged an expert - Brian Tickle provided professional learning and modelling for teachers on the teaching of Number and to provide feedback. Expenses shared across the cluster with Bayview and Thornlands SS.
- Identified and purchased purposeful physical resources that supported the pedagogical development of staff in the areas of Mathematics

#### **Effective pedagogy in Reading:**

- Engaged an expert (Roslyn Scandar) to model and train teachers in the explicit teaching of STRIVE
- Provided Prep and Year 1 teachers with training on using the Jolly Phonics program.
- Continued the progression of the Mount Cotton Reading program focusing on Gradual Release of Responsibility Instructional Approach and Reciprocal Teaching
- Engaged an expert (Literacy Solutions - consultancy) to train teachers in the explicit teaching of Reading

#### **Pedagogical Model defined and adopted:**

- Collaborated with staff on pedagogical models being investigated – ASOT, Dimension of Teaching & Learning, Principles of Learning / 21st Century Learning Science

#### **Continued to develop a process for introducing BYOD in 2015:**

- Invested in wireless infra-structure to support future use of mobile devices
- Purchased and trialled use of 10 Tablets in Mi-Hub space targeting Year 5 – 7 students
- Worked with P&C association and MC Tech team to develop processes around BYOD – research other schools to refine hire costing, technical support/ maintenance, app usage, online security etc.

**Development of Flipped Classroom utilising on-line Teaching & Learning materials:**

- Developed some virtual classroom spaces as learning preparation and flipped classroom learning environments
- Enhanced use of various online learning spaces

**Development of capabilities in using mobile Technologies to improve learning outcomes:**

- Professional Learning opportunities for key staff to become experts in tablet and iPad usage – focused on reading and mathematics applications
- Target 6 X iPads per class in Year 2 targeting reading and mathematics applications

**Quality Differentiation practices:**

- Focus on SFD and Teaching & Learning workshops around utilising data to differentiate – ‘My Class, My Data’
- Development of Differentiation surfboards

**Effective Personalised Programs – Compass:**

- Branding of Mount Cotton Enrichment Program – Compass

**Development of effective, sustainable mentoring & coaching practices:**

- Developing a sister school relationship with Mt Eliza North in Victoria – learning about their coaching model and their success in the early years P – 2.
- cr up to 8 staff in coaching methodology – utilising specialised coaching program delivered by APT Learning

**Creation of a Professional Learning Community (PLC) focusing on key pedagogical developments:**

- Implemented the Mt Cotton State School Peer Coaching Process personalised to each teachers stage of professional development
- Developed formal process for defining the Mount Cotton PLC taken from sister school and Mother Theresa school, Victoria – Chris Reed

**Enhanced engagement in PDP process:**

- Refined PDP process to include 2 strategically aligned goals and 1 personal goal.

**Developed a 5 point response to the Discipline Audit:**

- Enhanced consistent practices in behaviour management and student tracking
  - Domain A — Principal leadership
  - Domain B — Parent and community engagement
  - Domain C — Data informed decision-making
  - Domain D — Clear consistent expectations for behaviour
  - Domain E — Explicit teaching of appropriate behaviour to all students

**Enhanced program for positive student support – Kids Matters framework:**

- Working party involving teachers, GO, Chaplain and DP to define framework parameters to encompass social/emotional wellbeing programs for Mount Cotton under Kids Matters banner
- Utilised data from staff to target key areas of development
- Development of a lunchtime activities program aimed at providing opportunities for students to develop friendships and improve social skills (Great Mates)

**Enhancement of communication with parents**

- Developed enhanced methods of communication utilising online modes – Facebook, Virtual Classrooms, Twitter

**Continued to strengthen relationships with local child care providers / key feeder SHS**

- Engaged in cluster meetings with Cleveland SHS and Victoria Point SHS – created linkage with our Compass Plus , Compass Performance and Compass Media programs
- Worked with Mt Cotton child care to enhance oral language and school readiness programs

**Enhanced involvement in school decision making & collaboration:**

- Engaged in 2 times a term Coffee Chats with random selection of parents – focusing on feedback on key areas of school development
- Gained regular feedback from parents regarding school funding recommendations linked to our AIP – P&C and parents support prioritisation processes

### Future outlook

**Our Statement of Purpose** reminds us, every day, of what we need to focus on to achieve OUR VISION.

**Every Student Counts** – this ensures that every child is catered for, that every child reaches their potential and have an opportunity to embrace their unique skills and talents

**Every Teacher Counts** – this ensures that every teacher is aware of their role in reaching our vision and are accountable for all students across the school.

**Every Minute Counts** – this ensures that we support our parents in having their child attend school for the maximum amount of time, as well as ensuring that our teachers make the most of instructional time; that we do not miss an opportunity for learning to take place.

**Mt Cotton Counts** – this ensures that we are reminded on a regular basis that we support a community of learners and that our influence goes beyond the school gates

### Key areas for school improvement as defined in the 2015 Annual Implementation Plan: Quality Teaching of Mathematics

- Reinforce and measure using short term data cycles the effectiveness of high yield strategies, focusing on Number acquisition ( linking back to Brian Tickle PD)
- Identify and purchase purposeful physical resources that support the pedagogical development of staff in the areas of Mathematics
- Embed short and long term formative and summative assessment in Mathematics- ensure that the Corporate data is loaded onto One School
- Utilisation of an Instructional Coach to research, model and expose staff to high yield strategies in Mathematics – focusing on the early years through GRG funding
- Define and embed a consistent instructional approach to the teaching of Mathematics
- Refine processes for identifying and supporting students tracking just below and tracking at U2B in Numeracy, utilising PAT- Maths
- Engage in a school wide approach to utilising the regional Assessment & Monitoring Tool for Numeracy – targeting P – 2 as a priority – through the Maths PLC

### Quality Teaching of Reading

- Reinforce the Mt Cotton Reading Instructional approach and begin measuring effect size of high yield strategies using common formative assessment
- Utilise Formative Assessment data to inform 5 week Data Cycles with a focus on Reading
- Identify and purchase purposeful physical resources that support the pedagogical development of staff in the areas of Reading
- Utilisation of an Instructional Coach to research, model and expose staff to high yield strategies in Reading– focusing on the early years through GRG funding
- Utilise Instructional Coach to check on school wide consistency of Literacy Block expectations and delivery of reading program
- Reinvest in a school wide approach to utilising the regional Assessment & Monitoring Tool for Reading – targeting P – 2 as a priority

### High Quality Professional Learning Culture

- Continue to define elements of the Mt Cotton Method Pedagogical Framework and link this to PDP's of all staff
- Utilise trained Peer Coaches to support staff in reflecting on practice and getting feedback on key areas of development using the Peer Coaching process
- Utilise PLC's to drive school wide improvement in the areas of English, Mathematics, SSE and Personalised Learning – embed the Dufour Big 4 Questions Collaborative Inquiry model
- Continue to build and refine the whole staff understanding of PLC processes and philosophy

### High Quality e:Learning

- Drive school wide transformation of learning through the use of iPads – 1:1 BYOD in Year 4 and 1:4 school purchased P – 3. Write 2016 implementation action plan.
- Investigate working with Apple Carindale to deliver Professional Learning through a Joint Venture agreement to support professional learning for key staff
- Introduce a 1:4 ratio of iPads in all Prep to Year 3 classrooms to enable utilisation of key early learning applications in Reading and Mathematics

### High Quality Differentiated & Personalised Learning

- Continued focus on utilisation of the Differentiation surfboard to differentiate classroom instruction and intervention
- Continued focus on staff professional learning around quality differentiation
- Utilisation of iPad applications that support self-paced, self-regulated Personalised learning opportunities

### High Quality Curriculum - Engaging, Challenging & Inquiry Based

- Embedding the 5 E Inquiry Model into History, Science and Geography in terms of term overviews and classroom lessons
- Continue to explore and embed the use of higher order thinking tools/ skills to promote creative and advanced thinking
- Continue to explore "Elevate & Relegate" in deciding upon a Viable and Relevant, Guaranteed Curriculum

### High Quality Enrichment Program Catering for Individual Talents

- Continue to enhance the Compass program at Mt Cotton, focusing on Dance, Fitness and Music.
- Drive a Visual Arts Excellence program with support from experienced senior teacher, culminating in Arts Expo or Art Auction.
- Develop and explore identification processes for supporting students tracking to Upper 2 Bands or just below Upper 2 Bands in Reading and Numeracy
- Continue to develop identification processes for identifying and supporting G&T students

### High Quality Classroom Environments – student centred & supportive of learning

- Explore the furniture redesign of a Year level leading into 2016
- Explore further the notion of student-centred learning, focusing on Feedback and the setting of Learning Goals in Reading and Mathematics

### High Quality Support Programs Catering for Diverse Needs

- Continue to evolve and grow the Great Mates, Peer Support & Chaplaincy programs
- Continue to evolve the Support Service team, focusing on timely adjustments to student programs, in-class support and effective processes for student identification
- Utilising GRG funding, implement the Mt Cotton TIP ( Targeted Intervention Program ) focusing on:
  - Prep, Year 1 and Year 2 Phonics
  - Year 1 ELF Intervention (Term 1 and 3)
  - Year 2/3 Targets U2B Intervention
  - Year 4/5 Targeted U2B Intervention (Booster Project)

### High Quality Student Engagement in Learning & Community

- Continue developing the whole school behaviour program, focusing on student data tracking on One school and embedding the 3 C's and 3 R's into the school culture
- Whole school approach to improving student engagement in learning , focusing on the reduction of minor incidences during instructional times
- Review Leadership Program for senior students – focusing on the learning of specific leadership skills/ attributes as part of a character development program

### High Quality Service for our Families – Beyond Expectations

- Audit of our office management and service delivery – receiving feedback to drive development and enhancement of service provision
- Improved communication strategies utilising social media such as Facebook and Twitter, as well as enhancing the use of the website ( development of a Parent Portal)
- Focus on "Precision" when organising and running community events, parent feedback sessions – going beyond the expected

### High Quality Involvement - Decision Making & Collaboration

- Continue to engage in 2 times a term Coffee Chats with random selection of parents – focusing on feedback on key areas of school development
- Gain regular feedback from parents regarding school funding recommendations linked to our AIP – P&C and parents support prioritisation processes
- Development of a school board – strategic governing body focusing on the school infrastructure and growth over the next 5 years – anticipatory for possible IPS application

## High Quality Partnerships in Learning – Engaged & Aware

- Engage in cluster meetings with Cleveland SHS and Victoria Point SHS – create linkage through the development of Compass Plus ( Academic Extensions for Maths/ Science ), Compass Performance ( Dance/Instrumental/ Choir) and Compass Media programs
- Continue to work with Mt Cotton Child Care to enhance oral language and school readiness programs.
- Drive Parent engagement in specific learning programs:
  - iPad sessions
  - Support a Reader
  - Support a Talker
  - Numeracy

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	590	287	303	95%
2013	597	285	312	96%
2014	633	301	332	97%

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

### Characteristics of the student body:

Established in 1876, Mount Cotton State School has been providing quality education to generations of families and enjoys strong ties with its local community. Many students attending the school are descendants of the original families who settled the area.

The community holds high expectations for the learning and behaviour of students. The student body is predominantly of an Anglo-Saxon cultural background so the teaching of LOTE and associated cultural studies is an important aspect of a well-rounded education.

Mt Cotton State School operated a high quality Special Education Program for students with a range of disabilities. Students learn in mainstream classes with the support of a Special Education teacher and teacher aides.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	23
Year 4 – Year 6 Primary	26	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	5	5	4
Long Suspensions - 6 to 20 days	1	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

- Early Years Literacy intervention program (ELF) targeting literacy in Year 1
- LIPP ( Literacy Intervention Program for Prep) targeting Literacy and Numeracy in Prep
- Distinct Senior Springboard program for Year 6/7 students
- Elite Skipping Team – The Cottonhoppers
- Instrumental Music, choir competing in local competitions
- Special Education program, including the Engine Room occupational therapy space
- Japanese LOTE program for Year 6/7 students

### Extra curricula activities

- Compass Activities – Fitness, Dance, Soccer, Touch Football, Gymnastics, Athletics
- Excursions and Incursion programs across Key Learning Areas
- Inter School carnival days for sports such as touch football, European handball, netball and field hockey
- Mathematics Extension programs : Project 600 through school of Distance Education & Maths Olympiad
- English Extension programs: Readers Cup
- Science Extension program : Science Days of Excellence
- Participation in UNSW National testing for English, Maths, ICT and Science
- Outdoor Education programs – camps for Years 4 – 7

### How Information and Communication Technologies are used to assist learning

At Mt Cotton State School, we are committed to providing opportunities for all students to access a range of digital technologies to enhance learning. Teachers plan specific learning activities integrating ICT's within their units of work. All students access the Internet as well as a range of programs for online learning such as Mathletics, Reading Eggs, Spelling City and Study Ladder.

The professional Development agenda is designed to focus on the enhanced integration of effective digital pedagogies. The use of Virtual Classrooms on the Learning Place as well as the use of digital learning objects has significantly enhanced opportunities for students at school and at home. Every classroom has an interactive whiteboard to support teacher instruction and student engagement in the learning process. Significant investment has been placed into purchasing iPads, laptops and a variety of other mobile technologies to enhance student learning.

## Social Climate

The central focus at Mt Cotton State School is the 3 Core Values: Respect, Responsibility and Resilience. These values are articulated in classrooms and across the school on a daily basis, with their output realising our vision of growing Clever, Creative and Caring individuals. These values are reinforced by all members of the community, and are a powerful means of guiding students to become successful students, creative and informed citizens.

Teachers provide a high level of pastoral care for their students. This is reflected in the significantly positive 97% of children stating they are getting a good education and 95% stating they feel safe. With the successful implementation of Peer Support, Great Mates, Student Leadership and Chaplaincy in 2015, the school will continue to support the emotional development of all students.

### Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	91%	97%	94%
this is a good school (S2035)	100%	97%	96%
their child likes being at this school* (S2001)	100%	100%	98%
their child feels safe at this school* (S2002)	95%	100%	98%
their child's learning needs are being met at this school* (S2003)	86%	97%	94%
their child is making good progress at this school* (S2004)	95%	93%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	96%	92%
teachers at this school motivate their child to learn* (S2007)	100%	93%	94%
teachers at this school treat students fairly* (S2008)	95%	93%	92%
they can talk to their child's teachers about their concerns* (S2009)	95%	90%	98%
this school works with them to support their child's learning* (S2010)	91%	97%	92%
this school takes parents' opinions seriously* (S2011)	95%	93%	88%
student behaviour is well managed at this school* (S2012)	91%	93%	92%
this school looks for ways to improve* (S2013)	95%	97%	98%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	95%	97%	97%
they like being at their school* (S2036)	93%	95%	92%
they feel safe at their school* (S2037)	96%	94%	95%
their teachers motivate them to learn* (S2038)	99%	97%	95%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	91%	93%
teachers treat students fairly at their school* (S2041)	89%	95%	83%
they can talk to their teachers about their concerns* (S2042)	90%	89%	85%
their school takes students' opinions seriously* (S2043)	91%	90%	79%
student behaviour is well managed at their school* (S2044)	83%	87%	79%
their school looks for ways to improve* (S2045)	96%	96%	97%
their school is well maintained* (S2046)	93%	92%	92%
their school gives them opportunities to do interesting things* (S2047)	93%	96%	92%



Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		95%	94%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	97%
student behaviour is well managed at their school (S2074)		95%	86%
staff are well supported at their school (S2075)		95%	97%
their school takes staff opinions seriously (S2076)		95%	97%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		95%	97%
their school gives them opportunities to do interesting things (S2079)		93%	97%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Parents and carers are encouraged to enhance their children's education by developing productive relationships with the school. Maintaining open and respectful communication between the school and home is a key aspect to these relationships. Parents are welcome to discuss their children's progress at any time during the school year, as well as at formal parent-teacher interviews. School and P & C newsletters are distributed on alternate weeks to keep parents up to date with activities and celebrate student success.

A range of opportunities are offered to parents to become involved in their child's school including:

- Parent Coffee chats and Parent Consultative groups
- Assisting in classroom programs such or volunteering for Banking/ Tuckshop
- Involved in Eat Bake Grow markets
- Running and coordinating fundraising activities throughout the year
- Attending assemblies on a weekly basis
- Attending various celebration days at the end of each term for specific year levels
- Utilising Facebook as a mode off communication with their fellow parents
- Attend Excursions and Incursions

### Reducing the school's environmental footprint

The school has investigated a variety of measures to reduce paper usage, including engaging a staff member to conduct data analysis in this area and come up with strategies to reduce our carbon footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	94,768	961
2012-2013	138,927	1,428
2013-2014	145,318	439

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.



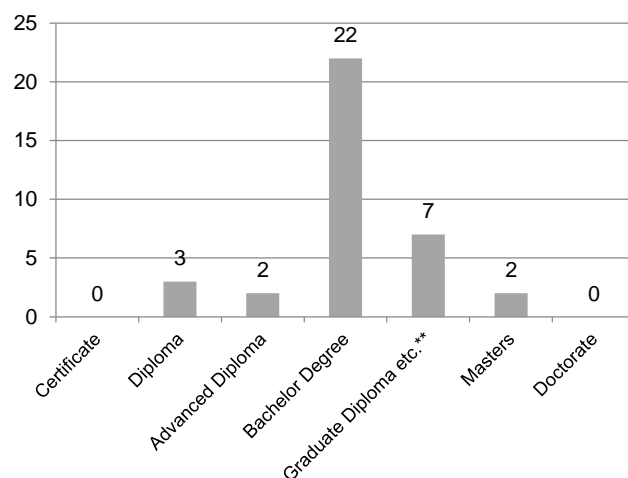
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	39	22	<5
Full-time equivalents	35	13	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	2
Bachelor Degree	22
Graduate Diploma etc.**	7
Masters	2
Doctorate	0
<b>Total</b>	<b>36</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$9926 plus \$27767 through Great Results Guarantee funding.

The major professional development initiatives are as follows:

- Jolly Phonics
- Teaching of Reading
- A range of special education professional development
- Peer Coaching
- Mathematics with Brian Tickle
- STRIVE with Ros Scandar

The proportion of the teaching staff involved in professional development activities during 2014 was 100%. Professional Learning Teams operate as part of the meeting cycle, focusing on data and improving pedagogical practice.

Average staff attendance	2012	2013	2014
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 2014 school year.

### School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

## Performance of our students

### Key student outcomes

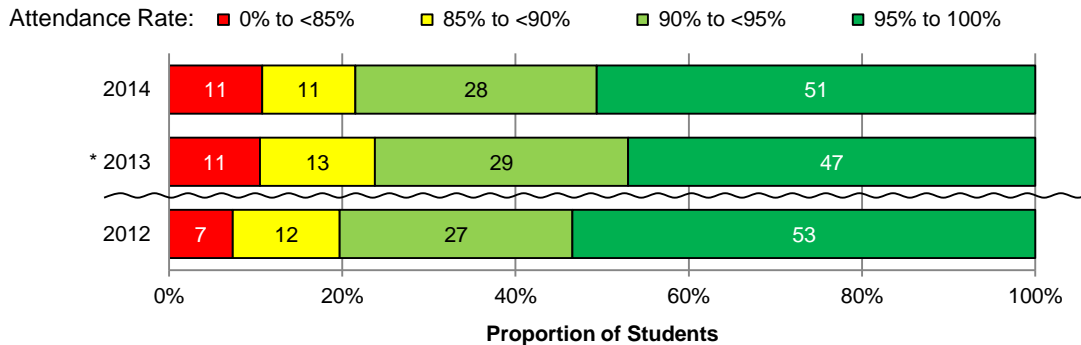
Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	95%	95%	94%	92%	92%	94%	95%					
2013	93%	94%	92%	93%	92%	91%	92%					
2014	93%	92%	95%	94%	93%	92%	88%					

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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

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.

Implementation of electronic roll marking was embedded in practice at the start of 2013. Teachers are provided with sample rolls to ensure they are familiar with absence codes. Class rolls are marked twice daily. Days absent are generated on the end of semester student reports.

Parents can inform the school about their child's absences via the telephone school absence line. **Blue slips are issued daily.** Students arriving at the start of instruction report to the school office for a "late slip". Parents who collect their child before the end of the school day sign on "early departure" register.

Class teachers notify the school office of unexplained absences of greater than 3 days which are then followed up by administration staff. Longer periods of unexplained absences are referred to the principal and managed in accordance with the Truancy flowchart.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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/>.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

At Mount Cotton State School we are dedicated to improving the outcomes of all students. While our numbers of Indigenous students is statistically small (1%), we endeavour to implement any of the necessary provisions to support indigenous learning outcomes.