Harris Fields State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

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

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Harris Fields State School is a band 9 school located in Logan City and is part of the Logan Beaudesert Education District and the South East Region. Harris Fields has a high proportion of students with English as a second language, drawn from a large Pacific Island community. Approximately ten per cent of our students are from the Aboriginal and Torres Strait Islander Peoples' community. The number of refugees fluctuates but is increasing to add to the rich cultural mix of our school. The school vision, *'to give, to question, to excel'* is at the centre of our school. We achieve this mission by targeting excellence in our curriculum and encouraging all students to pursue high levels of academic attainment. There is a focus on enabling students to become active citizens in a learning, rapidly changing and digital society. Our core values are focussed on preparing young people to be active and reflective citizens by supporting students to become active in the community, by building students' confidence in their relationships with other cultures in Australia and abroad and by creating a safe, tolerant and disciplined environment for all. While supporting these values we maintain a strong focus on literacy, numeracy and information and communication technology skills. Some unique features of Harris Fields State School are our love of the Arts which is clearly demonstrated in our musicals, concerts and choirs and our engagement in sport. A specialist visual arts teacher provides an extensive art program for our students and an extension program exists for our highly talented budding artists. Our Art shows display student talents in a variety of media and are valued highly by the community. Extra staffing is engaged to support our very talented sports stars. We have a very successful sports program with regional and state representation in athletics and rugby league. Learning and League and The Touch Academy for Girls is an opportunity for our talented students to excel in these sports. Our cultural programs are well recognised and highly valued by the school and wider community. Our multicultural choir is valued and loved for the outstanding singing that is produced and the range of languages used when performing. The school plays an important role in the community by being a centre for learning for students and families through our extended day. Youth and Family Services is a strong partner of our school and provides additional services for our family centre which offers support to students and their families. Our school works with the community and values the productive outcomes that can be achieved for students when community and school relationships are strong.

Principal's Forward

Introduction

School Progress towards its goals in 2016

- ✓ Oral language
- ✓ Reading
- ✓ Writing
- ✓ Number
- ✓ Critical and creative thinking

Targets were set for our students, tracked and monitored to assist with the planning for success for every student. Targets were communicated with the school community through teacher meetings, newsletters and the school's website.

Other priorities were:

- ✓ Student Wellbeing
- ✓ Develop a professional learning community
- ✓ Student attendance
- ✓ Parent engagement
- ✓ Embedding Aboriginal and Torres Strait Islander Perspectives

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Measuring success:

NAPLAN	School Based Data	Attendance
Year 3 students in the U2B –		
Reading 35% → (45.3%)	TORCH	Increase attendance to 94%
Writing 30% → (18.8%)	PAT M	Decrease late arrivals by 80%
Numeracy 35% → (32.8%)	Levels of Achievement (A-E)	
Year 5 students in the U2B –	Early Start (Prep)	
Reading 40% → (49%)	PM Benchmarks	
Writing 20% → (11.8%)	Writing samples	
Numeracy 30% → (20%)		

Future Outlook

Implement programs to improve the percentage of students in U2B Reading, Writing and Spelling			
Actions	**Targets**	**Timelines**	**Responsible Officer**
Identify students for targeted intervention using a Differentiation Lead Teacher.	Yr3 (50%) Reading Yr3 (25%) Writing Yr3 (60%) spelling Yr5 (55%) Reading Yr5 (20%) Writing Yr5 (45%) Spelling	T1, T2, T3, T4	HOC
Track student progress using triangulated data sets		T1, T2, T3, T4	HOC / M.T
Develop, implement and monitor a consistent whole school approach to classroom reading practices.		T1, T2, T3, T4	HOC / M.T/PRINCIPAL
Expand 7 Steps to Writing Success across all year levels		T1, T2, T3, T4	HOC / M.T
Build teacher capability in the teaching of phonemic awareness across P-4		T1, T2	HOC / M.T / PRINCIPAL
Provide Professional Development for teachers in the U2B in reading		T1, T2, T3	HOC / M.T / PRINCIPAL

Implement programs to improve the percentage of students in U2B Number			
Actions	**Targets**	**Timelines**	**Responsible Officer**
Identify students for targeted intervention using a Differentiation Lead Teacher.	Yr3 (35%) Number Yr5 (25%) Number	T1, T2, T3, T4	HOC
Track student progress using triangulated data sets.		T1, T2, T3, T4	HOC / M.T
Develop, implement and monitor a consistent whole school approach to classroom mathematics practices.		T1, T2, T3, T4	HOC / M.T / D.P
Expand the pedagogical approach of Natural Maths to include P-6 year levels.		T1, T2, T3, T4	HOC / M.T / D.P
Provide Professional Development for teachers in the U2B in numeracy		T1, T2	HOC / M.T / D.P

Deepen teacher knowledge, expertise and delivery of the Australian Curriculum.			
Actions	**Targets**	**Timelines**	**Responsible Officer**
Investigate Early Years Frameworks (Age Appropriate Pedagogies, QCAA)	100% engagement (EYF) 100% engagement (DPED)	T1, T2, T3	HOC / M.T
Continue to develop a deep knowledge and understanding of the Australian Curriculum (English clarity)		T1, T2, T3, T4	HOC / M.T
Implement Digital Pedagogies across the whole school		T1, T2, T3, T4	HOC / M.T

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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	505	238	267	54	88%
2015*	460	209	251	58	91%
2016	501	227	274	62	86%

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

Harris Fields State School's ICSEA index for 2016 was 994 with 20% living within this range. Harris Fields State School is made up of various cultural backgrounds. The majority of families are living in an urban low socio economic area. The families are culturally, ethnically and financially diverse. The enrolment trend has been fairly stable over the past few years showing a gradual increase in enrolments since 2015.

- ✓ 13.5% of students identify as indigenous
- ✓ 51% female, 49% male
- ✓ 10% EAL/D students
- ✓ 5% Students with disabilities
- ✓ Large percentage of unemployed and low income families
- ✓ Large percentage of Pacifica students

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	24	26
Year 4 – Year 7	27	26	27
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.

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Our Approach to Curriculum Delivery
Student-centred planning
- ✓ We know the whole child
- ✓ Differentiated learning pathways for all students
- ✓ Co-constructed learning goals and success criteria

High expectations
- ✓ Every child, every day has challenging learning goals with co-constructed criteria
- ✓ Consistent feedback
- ✓ Critical and creative thinking

Alignment of curriculum, pedagogy and assessment
- ✓ Pedagogy aligned with curriculum intent , assessment, planned and up front, aligned with teaching
- ✓ Moderation practices ensure alignment of assessment tasks to achievement standards Targeted and scaffolded instruction
- ✓ Comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology

Evidence-based decision making
- ✓ Teaching and learning informed by student performance data and validated research

Research based teaching methods, inform teaching and learning
- ✓ Agreed feedback practices for staff, parents and students Safe, supportive, connected and inclusive learning environments
- ✓ Consistent, whole-school approaches
- ✓ Embracing innovative, ethical and responsible use of digital technologies

To employ this approach, Harris Fields State School adopts a set of signature pedagogical practices across all key learning areas. These signature practices include:

- ✓ Data-driven
- ✓ Realism
- ✓ Feedback/Feed forward
- ✓ Gradual release of responsibility
- ✓ Whole-part-whole structure
- ✓ Explicit teaching
- ✓ Reflection
- ✓ Higher Order Thinking

Extra curricula activities

Maths, English, Science

- ✓ Enrichment days at local schools and universities
- ✓ Enrichment lessons across P-6

Sporting
- ✓ Interschool Sport – rugby league, touch football, soccer, netball
- ✓ Learning and League
- ✓ Touch Football Academy
- ✓ Representative Sport
- ✓ Sporting Carnival – Sports Day, Cross Country

The Arts
- ✓ Junior and Senior Cultural Choir
- ✓ Instrumental Music
- ✓ Junior and Senior Concert
- ✓ Playtime band
- ✓ Visual arts specialist teacher
- ✓ Arts enrichment opportunities

Community
- ✓ ANZAC day
- ✓ NAIDOC celebrations
- ✓ Under 8s Celebration
- ✓ Life Education
- ✓ STEM Fair
- ✓ Book Week
- ✓ Breakfast Program
- ✓ School Banking

How Information and Communication Technologies are used to improve learning

At Harris Fields State School digital technologies are employed to improve and extend student learning, rather than to simply engage them. Differentiated instruction is based on data and day-to-day monitoring of students that indicates the particular learning needs of each student. Purposeful planning for the use of digital technologies is required to: engage students; assist students to achieve the expected learning; and, to allow students to demonstrate what they know, understand and can do.

Harris Fields State School has invested in becoming a digitally-rich school. Each Prep – Year 4 class is resourced with sets of iPads and each Year 5 and Year 6 class is resourced with laptops. There is also a class set of desktop computers available for use in the library. In 2016, Harris Fields State School introduced the Tech Space. The Tech Space is well-resourced with robotics and production devices.

Social Climate

Overview
At Harris Fields State School, we value the care of each member of the school community. We aim to build a resilient, responsible and happy community that is actively engaged with the school, nurturing the on-going development of every student. Teachers must be proactive in building safe and supportive learning communities as well as reactive in responding effectively to situations of concern for students. The National Safe School Framework provides the basis for our policy.

The leadership is committed to a safe school as demonstrated by its:
- ✓ Responsibility for the development and maintenance of a safe, supportive and respectful learning and working environment
- ✓ Clear vision for a safe, supportive and respectful school overseen by key staff with specific responsibilities
- ✓ Ongoing data collection used to inform decision making and to evaluate the effectiveness of policies, programs and procedures
- ✓ Communication of mandatory requirements and legal issues

Our supportive and connected school culture is characterised by:
- ✓ Teaching, staff modelling and promotion of explicit pro-social values and expectations for behaviour
- ✓ Positive, caring and respectful relationships between all stakeholders
- ✓ Parent/carer connectedness to the school
- ✓ A focus on staff wellbeing and safety

Our policies and procedures are:
- ✓ Collaboratively developed and clearly communicated for stakeholders to follow including:
  - ✓ Appropriate use of Technology
  - ✓ Development of risk assessments
  - ✓ Induction programs for new staff and students

Positive Behaviour Management is enhanced through:
- ✓ Promotion and recognition of positive student behaviour
- ✓ Effective risk minimisation in technology, playground supervision and off-campus activities

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Engagement, skill development and a safe school curriculum is delivered through:
- ✓ Student engagement with learning
- ✓ Teaching of skills and understandings for cyber safety, personal safety, protective behaviours and, social and emotional skills

A focus on student wellbeing and student ownership is evidenced through:
- ✓ Defined structures and strategies for enhancing student wellbeing
- ✓ Adoption of strengths-based approaches to student learning and participation

Early intervention and targeted student support
- ✓ Effective processes and intervention for students requiring support and skill development

Our school recognises the need to develop partnerships with families and community to:
- ✓ Provide consistent messages about safety and wellbeing
- ✓ Extend support to students and families as needed

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is getting a good education at school (S2016)	94%	100%	100%
this is a good school (S2035)	88%	100%	100%
their child likes being at this school* (S2001)	94%	100%	100%
their child feels safe at this school* (S2002)	94%	100%	86%
their child's learning needs are being met at this school* (S2003)	89%	33%	100%
their child is making good progress at this school* (S2004)	94%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	94%	67%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	94%	67%	100%
this school takes parents' opinions seriously* (S2011)	94%	100%	100%
student behaviour is well managed at this school* (S2012)	82%	67%	100%
this school looks for ways to improve* (S2013)	94%	100%	100%
this school is well maintained* (S2014)	94%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	89%
they like being at their school* (S2036)	98%	97%	92%
they feel safe at their school* (S2037)	93%	97%	86%
their teachers motivate them to learn* (S2038)	98%	97%	94%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	93%	97%	96%
teachers treat students fairly at their school* (S2041)	90%	96%	88%
they can talk to their teachers about their concerns* (S2042)	86%	90%	81%
their school takes students' opinions seriously* (S2043)	91%	90%	85%
student behaviour is well managed at their school* (S2044)	84%	80%	77%
their school looks for ways to improve* (S2045)	95%	99%	94%
their school is well maintained* (S2046)	95%	97%	94%
their school gives them opportunities to do interesting things* (S2047)	98%	97%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	95%	97%
they feel that their school is a safe place in which to work (S2070)	97%	95%	92%
they receive useful feedback about their work at their school (S2071)	97%	92%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	59%	85%	65%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	97%	97%
student behaviour is well managed at their school (S2074)	100%	97%	86%
staff are well supported at their school (S2075)	90%	97%	92%
their school takes staff opinions seriously (S2076)	93%	92%	94%
their school looks for ways to improve (S2077)	100%	97%	94%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	94%	95%

* 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

We value our parents and the community and encouraged them to be actively involved in all aspects of schooling, including academic, sporting, cultural awareness and The Arts. Special events during 2016 in which parents and community were invited to attend included:

- ✓ Launch of Technology Space
- ✓ Book Week Celebration
- ✓ ANZAC Ceremony
- ✓ Leader Induction Ceremony
- ✓ School Concert
- ✓ STEM Fair
- ✓ The Club – Graduation Ceremony (YFS Social Skilling Program)
- ✓ School Cross Country
- ✓ School Sports Day
- ✓ Interschool Sport
- ✓ Mothers' Day Prep Event
- ✓ Fathers' Day Prep Event
- ✓ Reconciliation Assembly
- ✓ Harmony Day Celebration
- ✓ Award Ceremony
- ✓ Launch of Excellence Programs
- ✓ Rugby Gala Day
- ✓ Prep Transition Program
- ✓ Year Six Graduation

Communication is an important component for engaging parents and the community. We do this by having:

- ✓ Class information sessions
- ✓ Termly class newsletter
- ✓ Fortnightly school newsletter
- ✓ End of Semester Reporting
- ✓ End of term one and term three parent teacher interviews

To provide high quality learning opportunities for the students during 2016 we engaged with the following organisations:

- ✓ Queensland Police Service (School Liaison Office: Constable Matt Lowe)
- ✓ Queensland Fire and Rescue Service (Safety)
- ✓ YFS (Social Skilling Programs and Breakfast Club)
- ✓ Griffith University (Launch into Life at Logan)
- ✓ NRL All Stars (Wellbeing presentations)
- ✓ Life Education (Smart Choices for Healthy Choices)
- ✓ Mabel Park State High School (Enrichment opportunities)
- ✓ Spinal Life (SEAT Program)
- ✓ The Song Room (Community Postcard Project)
- ✓ Local High School (Transitions to High School)

The school Parents' and Citizens' Association (P & C) is the main consultative body which provides services and support to the school community including tuckshop, uniform shop, book ordering, Mothers' and Fathers' Day stalls. P & C meetings provide a forum for discussion of educational issues as well as dealing with many matters that affect our school. The P & C holds a significant role in decision making about school policy, goal setting, annual plans (including budgeting), social activities, improvements to the grounds and provision of equipment. In this way, the members are included in the provision of quality of education for the students. As needs arise, parent membership is invited for special committees set up for specific purposes. The P & C meets every second Wednesday of each month at 2:45pm in the staffroom.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Appropriate and respectful behaviour is defined, modelled and reinforced to students through the Student Responsible Behaviour Plan.

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Harris Fields State School implements a range of proactive and preventative processes and strategies to support student behaviour and to focus on personal safety and awareness. This includes identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence. Students will recognise, react and report when they, or others, are unsafe. Processes and strategies include:

- ✓ Promoting the 'Bullying. No Way!' campaign
- ✓ Life Education Program
- ✓ YFS Social Skilling Program
- ✓ Supported Play
- ✓ Restorative Justice
- ✓ Visual displays of appropriate behaviour
- ✓ Lessons and role play activities related to conflict resolution
- ✓ Assembly performances promoting positive behaviour and virtues
- ✓ Wellbeing Officer support

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	46	26	97
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	4	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

Harris Fields State School has been making a concerted effort to reduce its environmental footprint. The water consumption has been cut through the use of water tanks being used throughout the school. Electricity consumption has also been reduced through the effective use of tariffs and solar panels in the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	137,132	4,650
2014-2015	130,018	10,257
2015-2016	125,986	5,868

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.
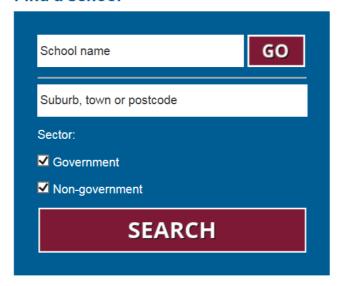
School Funding

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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Sector:

☑ Government

☑ Non-government

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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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	35	20	0
Full-time Equivalents	31	13	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	40
Diploma	4
Certificate	4

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

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Expenditure On and Teacher Participation in Professional Development
The total funds expended on teacher professional development in 2016 were $25384.55

The major professional development initiatives are as follows:

- ✓ Phonics program
- ✓ Literacy Solutions Coach
- ✓ Seven Steps to Successful Writing
- ✓ SWPBL
- ✓ Curriculum mentoring and coaching

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% 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).	92%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	86%

*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%.
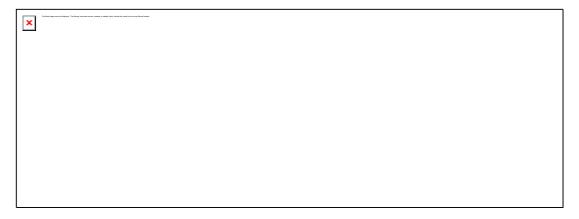
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AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	91%	94%	93%	92%	93%	93%	92%					
2015	90%	88%	92%	94%	90%	92%	92%						
2016	88%	88%	92%	92%	95%	91%	90%						

*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.

At Harris Fields State School we:

- ✓ Mark electronic attendance rolls twice a day
- ✓ Enter data onto OneSchool daily
- ✓ Forward letters to parents (weekly) where excessive (more than 2) unexplained absences are recorded. Parents are asked to contact the school to clarify the absence
- ✓ Same day text messaging used to contact parents
- ✓ Have teaching staff and administration team contact families to clarify absence
- ✓ Promote attendance through acknowledgement on assemblies (weekly)
- ✓ Promote attendance using the newsletter and posters in classrooms
- ✓ Promote the schools attendance target of 94% providing students with their attendance data
- ✓ Use our Guidance Officer to support families who are experiencing difficulty in bringing their children to school
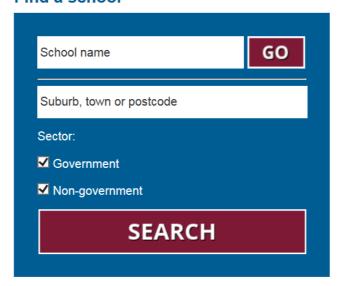
NAPLAN

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/.

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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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