Burpengary Meadows State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Queensland
Government

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School overview

Burpengary Meadows State School was established in 2007. Underpinned by the school values of 'Respect, Believe, Strive', our nurturing school culture and student focused customs, have developed students as caring, creative and responsible young people. Our vision and mission focus on positive futures and citizenship and guide a school culture that supports the development of every child to achieve their dreams. The vision statement articulates our aim: to establish and maintain a community of life-long learners, who positively connect with and contribute to society.

A warm and friendly school community, Burpengary Meadows is dedicated to providing a safe, supportive, futures-oriented environment which focuses on continuous improvement, reflective practices and student aspiration to excellence, maximising learning and access opportunities for every child. Support and Enrichment programs are committed to the continual improvement of student outcomes and include school programs that facilitate the 'Australian Curriculum' through Education Queensland's 'Curriculum to the Classroom' (C2C). School-wide collaborative planning, assessment and moderation processes ensure consistency and connectedness for every student in every classroom. Curriculum delivery is enhanced by a focus on positive and supportive relationships, sustainability, citizenship, and leadership. Work towards embedding school-wide implementation of cross curricula goals, targets and differentiation is constantly being reviewed and refelcted upon.

The upgrading of ICT infrastructure is testimony to our commitment to information communication technologies and virtual learning. Our ICT Development Plan provides sequential acquisition of knowledge and skills. As responsible, participative thinkers and young leaders, Burpengary Meadows' students work collaboratively and cooperatively in a school community environment based on consideration of others, mutual trust and respect. High expectations of student behaviour and application to curriculum ensure that our students are developing the habits that will further enhance their capacity to seize opportunities and achieve their potential.

Burpengary Meadows' unique, supportive, positive behaviour program underpins all school activity and curriculum access. Of particular interest are: Instrumental music (Strings Groups and Concert Band) class music, choirs, Developmental Sport (Inter- and Intra-School Sport and running club); Robotics Club, Student Leadership Program; Anti-Bullying Audit:- all based on cooperative, investigative and experiential learning philosophies, designed to enrich our school community. Calm, supportive behaviour strategies and school ethos underpin all activity and create an ideal teaching and learning environment which in turn affords all students ample opportunity to access the opportunities they need to progress towards their goals and the fulfilment of our school community developed vision and mission. The Burpengary Meadows community maintains a genuine focus on children and their futures. Activities undertaken throughout the year - in and out of classrooms - are saturated by care and support for the children in our school community, as well as a preparedness to do what it takes to ensure their safe access to quality teaching and learning, clear pathways to active citizenship and positive futures.

School progress towards its goals in 2018

Aligned with the school's 2018 – 2021 Strategic, and in response to the School Review Report conducted in 2017, the school has a sharp and narrow Explicit Improvement Agenda (EIA) on writing. In addition to the sharp and narrow focus on writing, the key improvement strategies contained in the 2018 Strategic Plan include:
- ensuring measureable gains are achieved in the area of writing within established timelines
- develop a systematic school-wide modelling, coaching and feedback cycle aligned to the EIA
- enhance the data literacy skills of teachers to facilitate the engagement, challenge and extension of children in their learning
- enhance moderation processes, within and beyond the school, to build consistency and confidence in academic achievement

Focus areas in 2018 were:
- Improvement of student performance in English (focussing on writing) in school A-E data and NAPLAN
- Implementation and embedding of a consistent school wide approach to writing referred to in school as "How We Do Business"
- Reviewing the schedule and purpose of school wide data collection used to inform teaching
- Embed school programs that support the Australian Curriculum and differentiation in C2C Assessment Tasks
- Continue to embed Professional Learning Committees (PLCs) as a pivotal element of collegial engagement
- Embedding the school systems approach to intervention and differentiation to support every child in their learning journey
- Embed the school wide processes around Writing through the "How We Do Business" framework

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- Continued embedding of collaborative year level planning meetings ensuring alignment to the Australian Curriculum
- Reviewed and refined whole school moderation processes and commenced investigating options to participate in cluster school moderation processes
- Embedded processes around Student Performance Improvement Meetings (SPIM) to ensure components of observation and feedback, teacher voice and student voice
- Improved student learning outcomes through implementing practices aligned to the research of *Hattie and Sharratt* and the 5 questions that facilitate effective teaching and learning:
  - What best helps you with your learning?
  - What strategies do you use?
  - What do you do in your classroom every day that helps you improve in your learning?
  - Are you improving?
  - How do you know you are improving?
- Deliver strategies that 'add value' to every student's improvement with an explicit focus on writing
- Support teachers in further development of data literacies for embedding in their practice
- Embed visible learning, goal setting and develop robust feedback cycle.
- Target support for students identified in data as requiring support, with frequent tracking of progress
- Speech and Language Pathology (SLP) screening of Prep students to ensure early identification of developmental needs that impact on learning.

Future outlook

In 2019, our improvement agenda remains focused on the continuous improvement of expert teaching teams and effective teacher practices. Building the capacity of teachers to analyse and use student data to provide responsive intervention and differentiated classroom teaching to support student learning and engagement, will be supported by the leadership team. In particular, the school will be continuing to focus on the following:
- Commence implementation of the Positive Behaviour for Learning framework that underpins our culture to promote learning.
- Continued implementation of the Australian Curriculum in English, Maths, Science, Humanities and Social Sciences (HASS)
- Continued Embedding of Writing Framework through the Gradual Release Coaching model
- Review tracking effectiveness of student achievement through summative assessment in Writing (Upper 2 Bands, National Minimum Standards and A-E Data
- Continue to build and strengthen partnerships with cluster schools and ECECs that support improved student outcomes

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school No

Year levels offered in 2018 Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	597	624	635
Girls	292	306	308
Boys	305	318	327
Indigenous	13	12	21
Enrolment continuity (Feb. – Nov.)	97%	96%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The catchment area for students from Burpengary Meadows State School consists of a mixture of urban and acreage. Burpengary Meadows State School is a growing medium sized school which had a student enrolment of over 635 (August 2018 census) children. Children attending our school come from diverse, rich, multicultural backgrounds. The school has approximately 3% of its population identifying as Aboriginal or Torres Strait Islander. Further, the school provides support to approximately 5% of its children through its Special Education program. Families are aspirational and contribute much thought and time to assist children in understanding their environment and positioning them as young aspirant adults with social conscience.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	23
Year 4 – Year 6	25	24	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- Literacy and Numeracy 'Blocks' for the Australian Curriculum: English and Mathematics
- Sounds to Letters Phonics Programme
- School's Approach to the teaching of Writing – How We Do Business
- North Coast Region Maths
- Intervention Programmes - Learning Support and Special Needs
- Assessment and Curriculum Differentiation focus to extend and enrich learning access
- Burpengary /Narangba Science Maths Academy (NVSHS) and PULSE (BSSC)
- Instrumental Music – Strings, Brass, Woodwind and Percussion
- Japanese (LOTE) in Years 4, 5 & 6
- Narangba Valley SHS – CO2 Challenge – Year 6
- High School Transition Program – Narangba Valley SHS and Burpengary State Secondary College
- Camps for Years 4 and 6

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Co-curricular activities

- School Choirs
- Songbirds Vocal Group
- Strings Ensembles
- Concert Band
- School Cluster Speaking Competition
- Talent Quest
- Running Club
- Tech Club
- Gala Days Interschool Sports Program for Years 5 & 6
- 'Student Leadership Development Program' f or students in Years 5 & 6
- Netiquette – Cyber safety and appropriate use of social media
- Participation in competitions and tests for Writing, Reading, Spelling, English, Mathematics,
- Computer Skills and Science (including ICAS, Spell-a-thon and Premiers Reading Challenge)

How information and communication technologies are used to assist learning

Information Communication Technologies are an integrated part of everyday teaching and learning at BMSS. Computers and tablet devices are also located in the library, classrooms and in the school's 2 designated computer labs. Our schools ICT program develops students' ICT and information literacy skills through learning and assessment activities. Children use online content and services to support their learning. The school employs a computer technician (3 days a week) to ensure school technology resources are maintained in effective working order.

All classrooms use interactive Smart Boards to support teachers in the delivery of the Australian Curriculum. Our philosophy with regards to the use of ICTs is that the technology must be accessible, enhances teaching and learning, and engaging to learners.

In 2018 planning commenced for a major redevelopment in the network and ICT facilities our school uses. Work on this increased and larger platform (planned for next year) will ensure a much more consistent and stable infrastructure, providing students with better digital learning opportunities. This major wireless upgrade will ensure that there is complete wireless coverage across the school.

Social climate

Overview

The social climate of Burpengary Meadows State School is identified in staff, parent and student surveys as supportive and encouraging. In the 2017 School Improvement Unit School Review, a key finding was "*Teachers, parents and students speak highly of the school, and the positive, supportive approach of the staff members and leadership team.*" Important contributing factors include:

- Positive behaviour program that celebrates and rewards responsible, self –regulating behaviour
- Weekly lessons that focus on school behaviour expectations
- Strong anti-bullying program and annual anti-bullying audit that supports all students
- Chaplaincy Program that supports students with pastoral care and events, building personal resilience, positive peer relationships, social skills and social responsibility
- Strong and committed P&C presence within the school
- Regular opportunities for Parent participation and involvement
- Play Group for parents of 0-5 year old children once a week
- Chappy Breakfast for all students during the NAPLAN week of assessment
- Regular School and Social Functions such as: Chaplaincy Family Hoe Down and Talent Quest, Under 8's Day, ANZAC Ceremony, School Captains Investiture, Book Week, Mateship Day, Crazy Clothes Day for Victims of Domestic Violence, Sorry Day, Harmony Day, Art Auction, Instrumental Concerts, NAIDOC Celebrations, Student Fair Day, Chaplaincy Fun Run, and Terrific Start Tissues and Tim Tams for parents.
- Indigenous Community Advisor who works within the school to promote inclusivity and a deeper understanding of Indigenous Perspectives
- Lunchtime games room, Supported Play, outdoor chess area, play facilities

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- Supported Play focus on Social skilling programs
- Student Leadership program providing children with opportunities to demonstrate leadership through supporting and nurturing younger students

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	94%	86%
• this is a good school (S2035)	100%	97%	93%
• their child likes being at this school* (S2001)	100%	100%	93%
• their child feels safe at this school* (S2002)	98%	100%	95%
• their child's learning needs are being met at this school* (S2003)	98%	91%	93%
• their child is making good progress at this school* (S2004)	97%	92%	88%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	97%	88%
• teachers at this school motivate their child to learn* (S2007)	98%	95%	84%
• teachers at this school treat students fairly* (S2008)	90%	94%	86%
• they can talk to their child's teachers about their concerns* (S2009)	95%	98%	91%
• this school works with them to support their child's learning* (S2010)	95%	89%	91%
• this school takes parents' opinions seriously* (S2011)	92%	95%	90%
• student behaviour is well managed at this school* (S2012)	93%	97%	91%
• this school looks for ways to improve* (S2013)	95%	97%	91%
• this school is well maintained* (S2014)	98%	97%	98%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	91%	91%
• they like being at their school* (S2036)	92%	87%	91%
• they feel safe at their school* (S2037)	93%	86%	86%
• their teachers motivate them to learn* (S2038)	95%	98%	95%
• their teachers expect them to do their best* (S2039)	99%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	91%	93%
• teachers treat students fairly at their school* (S2041)	91%	85%	83%
• they can talk to their teachers about their concerns* (S2042)	90%	86%	84%
• their school takes students' opinions seriously* (S2043)	87%	83%	85%

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Percentage of students who agree# that:	2016	2017	2018
• student behaviour is well managed at their school* (S2044)	90%	78%	81%
• their school looks for ways to improve* (S2045)	97%	95%	95%
• their school is well maintained* (S2046)	94%	83%	87%
• their school gives them opportunities to do interesting things* (S2047)	91%	92%	91%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
• they receive useful feedback about their work at their school (S2071)	90%	98%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	97%	96%
• students are encouraged to do their best at their school (S2072)	97%	100%	97%
• students are treated fairly at their school (S2073)	97%	97%	97%
• student behaviour is well managed at their school (S2074)	97%	97%	91%
• staff are well supported at their school (S2075)	95%	93%	94%
• their school takes staff opinions seriously (S2076)	95%	93%	94%
• their school looks for ways to improve (S2077)	100%	97%	100%
• their school is well maintained (S2078)	97%	92%	100%
• their school gives them opportunities to do interesting things (S2079)	92%	95%	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 valuable partners in the education and development of children. Our school community is highly committed to their children's education and provide valuable assistance to the school to facilitate experiences that develop them to their potential as capable and responsible young adults who independently contribute to society. Parents and carers are encouraged to participate in our P&C Association which meets on the second Tuesday of the month at 6.30pm. Many school activities are run with the support of the Student Council, P&C Association and volunteers. More volunteers/helpers are always needed and welcomed. Parents and community members can participate, volunteer or assist in school events and activities including:
- Weekly School assemblies where Student of the Week awards are presented
- Class or cultural performances
- School Sports/Athletics Days
- Volunteering in the library or school tuckshop
- Volunteering as in-class helpers to support children's reading
- P&C meetings and fundraising events
- Annual ANZAC Day March and Commemorative Service & NAIDOC celebrations
- Open transparent communication – formal and informal communication
- Parents and Citizens Association support strategic direction and strategies that focus on student improvement

- There were a number of functions across the year, including Parent Information Sessions,
- Parent Teacher Interviews, Weekly Parades, Under 8's Day, Class Learning Celebrations, Harmony and Anti-bullying Day, Sorry Day, NAIDOC painting activities, the School Concert and the Art Auction that enable parents and carers to share in aspects of their children's education
- Parents volunteer to support school banking, home readers, tuckshop, uniform shop, stalls, Art Auction, fundraisers and various activities around the school to assist both students and teachers

Respectful relationships education programs

The school implements programs that focus on appropriate, respectful and healthy relationships. These are delivered through:
- Targeted weekly lessons concerning acceptable behavioural expectations
- School-Wide Positive Behaviour Programme and Awards
- Inclusive classrooms culminating in Inclusivity Award dedicated for presentation to one Year 6 Student
- Social Skilling in Supported Play
- Anti-Bullying Audit and support programme
- Weekly focus on parade of school values Respect, Believe and Strive
- Gotcha Awards
- Leadership Programme – student leaders nurture and support Prep and younger students

Support for children in a range of ways is provided by the Guidance Officer, Administration Team and the school Chaplain. The school also implements the recommended strategies procedures from the Bullying No Way! (https://bullyingnoway.gov.au/) website in dealing with and responding to bullying issues.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	7	11	13
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.
The school continues to minimise its environmental footprint through:
- Paper recycling run by senior leaders
- Utilising treated sewage for underground irrigation for the oval
- Rainwater tanks to irrigate our landscaped gardens
- Children and staff are aware of and practice recommended ways to reduce electricity consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	296,474	295,937	263,528
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
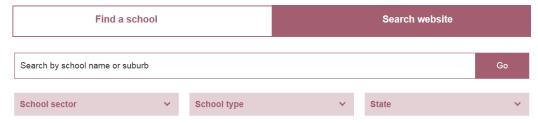
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School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	**Search website**

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

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Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	45	29	<5
Full-time equivalents	38	18	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	8
Bachelor degree	33
Diploma	1
Certificate	0

*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 2018 were $44 251.00.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:
- Release time for teachers to facilitate coaching, mentoring and co-teaching
- Watching Others Work
- Release time for teachers to unpack and collaboratively plan with Head of Curriculum
- Oral Language and Phonological Awareness professional development opportunities
- Classroom Management practices
- Curriculum Roadshow and QCAAA sessions to deepen understanding of the Australian Curriculum
- First Aide, Diabetes & Anaphylaxis Training
- Science Technology Engineering and Math (STEM) development opportunities

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	94%	91%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	96%	93%	94%
Year 1	94%	94%	94%
Year 2	94%	93%	93%
Year 3	95%	94%	93%
Year 4	93%	94%	93%
Year 5	95%	94%	93%
Year 6	94%	95%	92%

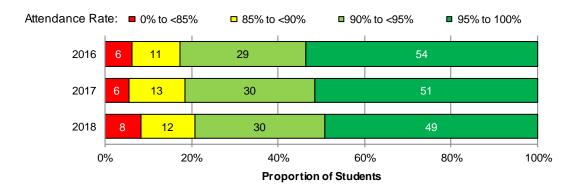| Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

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Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	6	11	29	54
2017	6	13	30	51
2018	8	12	30	49

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 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.

Top Attender Awards are awarded to those students whose attendance rate is between 96% and 100%. Kindness Awards and behaviour awards in addition to strategically placed celebration days encourage increased attendance.

Non-attendance is managed in state schools in line with the DoE 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.

In addition to formal requirements outlined in above policies, BMSS performs additional tasks to highlight loss of learning hours to parents:

- Following 3 and 5 days of unexplained absence, letters are posted to alert family and offer assistance.
- Teachers inform Line Manager if they become concerned in relation to students absence.

In circumstances of consistent explained or unexplained absence, the Principal/or allocated staff contact family every day to offer assistance. The Guidance Officer, Chaplain or outside agencies can become involved as individual family circumstances are determined. The school seeks ways to work together to do what it takes to support students and their families to overcome the difficulties that can impact regular attendance.

Rolls are marked twice daily on OneSchool and checked daily by office staff. Consistent non-attenders are monitored on a daily basis and action taken as needed. This may include contacting carers / parents and other agencies or supports involved in supporting the student to attend regularly.
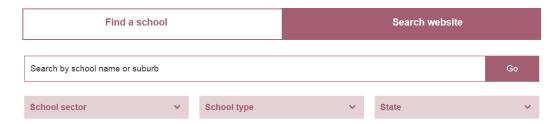
NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

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Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

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