Boronia Heights 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

Boronia Heights State School was established in 1990 offering a co-educational program to students from Prep to Year 6. The school is located in the Logan west suburb of Boronia Heights, within the South East Region of Education Queensland. We are very proud of our school and promote a team approach where everyone works together in providing quality educational opportunities for all. We value and respect the differences between all members of the school community and promote strong and productive partnerships between home and school. We believe that: Every student, in every class, each day, will experience educational success, and personal growth and development through our provision of an accessible, engaging and challenging curriculum.

We believe that this will be delivered through:

Quality teaching and learning informed by research and practice.

Differentiated practice informed by data.

High expectations for the success of all students and teachers.

Contemporary teaching practice.

Early identification of needs and proactive intervention.

Social, emotional and behavioural support programs.

Explicit teaching of expected social and behavioural skills for learning.

Allocation of resources in pursuit of improved student learning including extensive professional learning opportunities that ensure staff have the opportunity to collaborate, analyse student work and engage in contemporary classroom practice.

Access to a range of digital learning technologies.

Enhanced academic, sporting, cultural, artistic and community citizenship programs.

Collective leadership.

Effective partnerships within and beyond the school community where parents are valued and actively participate in their child's learning.

Acknowledgement and celebration of success.

Our school has adopted a whole school approach and a united focus on improving literacy and numeracy standards across all year levels. Our explicit improvement agenda is to improve the academic achievement levels of all students through:

Consistency of teaching and learning approaches in the priority areas of Reading, Spelling and Numeracy

Building the capacity of staff in teaching and in leading educational improvement in priority areas

Targeted use of data and differentiated practice

Maintaining a safe and supportive learning culture through Positive Behaviour for Learning (PBL).

Implementation across the whole school of PBL strategies based on taking responsibility for self and making good choices.

Our school operates a Special Education Program which supports the needs of identified students with a disability. The program supports staff in curriculum planning and support strategies for identified students.

Boronia Heights State School is an active and productive participant of the local state school cluster of schools. The Logan West Cluster consists of seven neighbouring schools, five primary and two seconday schools. Together we continue to provide valuable joint projects and programs aimed at meeting specific needs of the students, including programs such as Music, Literacy, LOTE, Science and Leadership. Our actions and behaviours reflect our collective commitment to the education and support of our local communities.

At Boronia Heights State School we value students who are:

Learners

Respectful

Safe

Healthy

School progress towards its goals in 2018

The School Annual Report for 2018 provides a summary of key responses undertaken by the school in its delivery of the school's 2018 Annual Implementation Plan and budget. It is also an opportunity to recognise and celebrate the many positive events and achievements that occurred during 2018.

Boronia Heights State School is a professional learning community with an agreed set of practices for continuous improvement in student learning. We are committed to:

At Boronia Heights State School we are committed to lifelong learning through the delivery of quality curriculum in a positive, safe and differentiated learning environment that values co-operation, respect and resilience.

Targeted Improvement Areas
- Reading
- Differentiated learning opportunities informed by data
- Professional development of staff
- Student behavior linked to signature strategies

Priority Areas of Development
- Attendance
- Positive Behaviour for Learning (PBL) Tier II: Zones of Regulation, Behaviour Analysis and targeted group support
- Health and Well-being of staff and students including Teach Like a Champion, HERO awards
- Professional Development for staff and volunteers
- Explicit Instruction for all students
- Collaborative Enquiry

PROGRESS TOWARDS GOALS 2018	
Reading	Targets, timelines and resourcing made explicit for students and staff. Progress charted over time with success recognised as part of school data sets.
Differentiated Learning Opportunities	Levelled Literacy Intervention liked to whole of school data sets and moderated on to determine successes. Foundation Q consolidated at Prep Strategies for Individual Curriculum Plans (ICP's) embedded. Headstart program and community partnerships consolidated.
Professional Development for Staff	Targeted professional development linked to school focus areas implemented for staff and volunteers. Staff Performance Plans linked to school target areas.
Health and Well-being Framework	Community consultation and program development in 2018. Consolidation of same day notification for student absences.
Student Behaviour & PBL	PBL goals and Zones or Regulation established and reviewed in 2018. Trauma supports investigated using the Berry Street Model.
Explicit Instruction	Target areas identified with a focus on student engagement in learning. Implemented strategies linked to student behaviour and learning expectations.
Collaborative Enquiry	Teaching staff in year level cohorts consolidated collaborative enquiry models based on Professional Learning Communities (PLC's).

Future outlook

- Continue to build reading capacity through targeted support across Prep-Year 6.

- Focus on use of data to support individual and group understandings and expectations partnering with like-minded schools.

- Monitor attendance as part of whole school expectations.

- Continue to monitor PBL strategies including the use of Zones of Regulation.

- Focus on communication strategies within and across the school community.

- Implement the Health and Well-Being Framework including Berry Street skill building.

- Continue the provision of professional development to staff to meet the identified needs of the school including the coaching and mentoring of beginning teachers.

- Continue the implementation of identified explicit instruction strategies and PLC's.

2018 IMPROVEMENT AGENDA	
Reading	Continue focused professional development of staff. Continue intervention and support strategies. Continue goal setting and curriculum implementation. Continue coaching and mentoring programs. Continue to build data literacy capacity of staff. Continue implementation of explicit instruction strategies.
Attendance	Continue to develop strategies and supports for families including the use of ID Attend. Provide support staff to monitor success.
Professional Learning Teams	Continue implementation of Professional Learning Communities linked to student achievement. Provide quality professional development for team leaders to devolve responsibilities to year level cohorts.
PBL	Provide support staff to lead and monitor progress towards full implementation. Redevelop lesson plans and strategies for whole of school use. Monitor and review success over time. Implement Zones of Regulation to further support PBL strategy.
Health & Well-Being Framework	Implement and support with school and regional based teams. Continue implementation of Berry Street Educational Model of support for students in trauma.

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	665	647	638
Girls	311	294	288
Boys	354	353	350
Indigenous	36	47	42
Enrolment continuity (Feb. – Nov.)	90%	89%	89%

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

Boronia Heights State School offers an inclusive approach to learning and supports the needs of 15% of students identified with disabilities through the Nationally Consistent Collection of Data process. Our special needs program supports educational inclusion by providing adjustments for students verified with a disability. The majority of identified students at Boronia Heights have either an Autism Spectrum Disorder, Intellectual Impairment or Speech Language Impairment. We also monitor and support the needs of all students through our SNAC Committee.

Our school was identified as an Aboriginal and Torres Strait Islander Focus School in 2010, and continues to build strategies to close the gap and support the needs of the 6.5% of Aboriginal and/or Torres Strait Islander students enrolled at the school.

The school also supports the needs of 6.5% of students with language backgrounds other than English.

Our Headstart program supports the learning needs of prep-Prep students and engages members of the school community in readiness for schooling experiences.

Our school ICSEA is in the 19th percentile.

Where possible, our school chooses to offer single year level classes. Only when numbers necessitate are multi-age classes are formed.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	24
Year 4 – Year 6	26	27	27
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

. Our school implements the National Curriculum as determined by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

Unique to Boronia Heights State School in 2017, we also offered:

- Early Years Foundation Q.
- PBL Social Skills Program.
- Zones of Regulation
- Mathletics online learning.
- Earth Keepers – environmental program for selected Year 6 students.
- Jolly Phonics (Prep-Year 3).
- Words Their Way spelling program.
- Upper Two Bands (U2B) academic enrichment for identified students.
- Headstart Early Learning for pre Prep students
- Cluster Days of Excellence.
- Premier's Reading Challenge.
- Instrumental music program brass, woodwind and percussion.
- Number Fact Challenge.

Co-curricular activities

Our school offered the following extra-curricular activities in 2018:
Sporting
- Interschool sports: AFL, Rugby League, Rugby Union, Touch Football, Basketball, Softball, Netball, Volleyball, Cricket and Soccer. Intra-school sports program developing skills and knowledge for interschool sport.
- Intra-house Athletics Carnivals.
- Representative school sport.
- Early Years' Swimming Program.

Cultural Arts
- Instrumental music program offering participating children free tuition in brass, percussion and woodwind instruments.
- Choir.
- Senior Band.
- Cluster instrumental Music Camp (SCIM).

Community
- ANZAC Day
- NAIDOC Week
- Under 8's Day
- Environmental Club: School Eco Captains, Class Eco Captains, Senior Eco Team, Class Power Rangers, gardening, recycling, worm farming, Logan Leaf Festival, Earth Keepers.
- Sun Safety Awareness
- Book Fair
- Life Education – Drug and alcohol awareness
- Parent learning opportunities

How information and communication technologies are used to assist learning

iPads and laptops are used throughout the school for teaching and learning. These resources compliment the Smartboard interactive whiteboards, digital cameras, Computers for Teachers (C4T) laptop computers and the school computer lab. The school is part of the wireless upgrade strategy to improve access to online service across the school environment.

Smartboard interactive whiteboards in every classroom are used every day in curriculum delivery. This includes, but is not limited to, small group and whole class use of teacher made lessons in Smart Notebook (Smartboard software), digital texts from DVDs or websites such as YouTube or Teacher tube and interactive digital programs for Literacy and Numeracy development.

Ongoing professional development is held for staff on a needs basis. Student learning in skills and curriculum is linked to ACARA Technology expectations.

The school computer labs contain a class set of desktop computers and an interactive whiteboard, and is used regularly by classes for specific computer skill lessons and projects. In 2018 the school has consolidated use of the second full lab space in preparation for NAPLAN online.

Teachers use C4T laptop computers to research and prepare lessons, record student data, and for professional development purposes.

Internet based applications for student learning continue to be sourced and implemented as necessary. The school P&C actively supports technology use in the school.

Students are also utilising technology for blended 21st Century learning, connecting students to expert people and information beyond the confines of the classroom walls.

Social climate

Overview

We believe that children are responsible for their learning and behaviour. We also believe that children have the right to be safe and have the right to learn. Children are encouraged to make appropriate choices to behave in a way that will allow themselves and other children to learn, teachers to teach and the school community to be safe. The Positive Behaviour for Learning program was introduced in 2010 providing clear processes and procedures for acknowledging appropriate behaviour whilst effectively dealing with inappropriate behaviours. This program was reviewed in and consolidated in 2017-18.

Strategies are in place for supported student learning to occur as needed. Individual students may also have a management plan that is personalised to their needs. The focus is on making responsible choices and getting along with others. Our school also offers a chaplaincy program providing pastoral care, family guidance and holiday programs for many students. The school's Chaplain provides an important link between home and school for families in need of assistance and support.

In 2018 the school further developed the Zone room linking behavior to Zones of Regulation. Rewards, supports and strategies, including the ongoing collation and examination of data sets is led by the learning engagement teacher who is the key person. Support from the P&C has enabled purchase of resources for the program.

High turnover of staff and consolidation of leadership and management structures in 2018 has caused some anxiety in the school community and this is reflected in changes in school opinion surveys for the 2018 school year. The school continues to focus on improvement and support strategies for students and staff to engage in their work. Clarity of purpose and stability of staffing is becoming established however curriculum pressures and a mismatch between school and home expectations continues to impact upon progress towards goals.

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)	86%	96%	80%
• this is a good school (S2035)	77%	81%	71%
• their child likes being at this school* (S2001)	86%	96%	84%
• their child feels safe at this school* (S2002)	91%	89%	74%
• their child's learning needs are being met at this school* (S2003)	84%	89%	78%
• their child is making good progress at this school* (S2004)	84%	96%	82%
• teachers at this school expect their child to do his or her best* (S2005)	96%	93%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	93%	84%
• teachers at this school motivate their child to learn* (S2007)	91%	93%	77%
• teachers at this school treat students fairly* (S2008)	79%	86%	64%
• they can talk to their child's teachers about their concerns* (S2009)	91%	96%	91%
• this school works with them to support their child's learning* (S2010)	82%	89%	74%
• this school takes parents' opinions seriously* (S2011)	73%	67%	58%
• student behaviour is well managed at this school* (S2012)	60%	68%	52%
• this school looks for ways to improve* (S2013)	80%	86%	64%
• this school is well maintained* (S2014)	91%	96%	82%

* 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)	93%	94%	83%
• they like being at their school* (S2036)	95%	89%	75%
• they feel safe at their school* (S2037)	91%	75%	67%
• their teachers motivate them to learn* (S2038)	97%	97%	90%
• their teachers expect them to do their best* (S2039)	100%	100%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	83%
• teachers treat students fairly at their school* (S2041)	89%	79%	79%
• they can talk to their teachers about their concerns* (S2042)	92%	84%	73%
• their school takes students' opinions seriously* (S2043)	88%	83%	73%
• student behaviour is well managed at their school* (S2044)	77%	43%	37%
• their school looks for ways to improve* (S2045)	97%	93%	87%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	92%	75%	66%
• their school gives them opportunities to do interesting things* (S2047)	93%	90%	85%

* 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)	94%	86%	91%
• they feel that their school is a safe place in which to work (S2070)	92%	73%	78%
• they receive useful feedback about their work at their school (S2071)	87%	86%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	90%	96%
• students are encouraged to do their best at their school (S2072)	92%	92%	98%
• students are treated fairly at their school (S2073)	88%	80%	86%
• student behaviour is well managed at their school (S2074)	59%	63%	45%
• staff are well supported at their school (S2075)	73%	73%	67%
• their school takes staff opinions seriously (S2076)	80%	77%	75%
• their school looks for ways to improve (S2077)	96%	85%	93%
• their school is well maintained (S2078)	100%	98%	100%
• their school gives them opportunities to do interesting things (S2079)	92%	85%	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.

Parent and community engagement

We are very proud of our school and promote a team approach where everyone works together in providing quality educational opportunities. We value and respect the differences between all members of the school community and promote strong and productive partnerships between home and 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, Outside School Hours Care, and Mothers' and Fathers' Day stalls. P&C meetings provide a forum for discussion of educational issues as well as dealing with many matters affecting 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 education for the students. As needs arise, parent membership is invited for special committees set up for specific purposes. The P&C meets the third Wednesday of each month at 6.00pm in our staffroom.

Our school makes invaluable use of parents and volunteers who have a few spare hours to spend working in a variety of capacities in classrooms or across the general school. Many parents assist with class Reading, Maths or Art. Parents and community members often assist with presentations to students regarding their occupation or particular interests or skills.To support volunteers and parents to assist with learning, we provide parent workshops for parents including Support-a-Reader and Support-a-Talker. We are always investigating opportunities to host workshops for our parents.

Annually, the school conducts an open afternoon for parents to meet new teachers and familiarise themselves with teacher expectations and class routines. Newsletters are sent home every second Wednesday with the youngest child in each family. Our newsletters are digital but hard copies are provided for those families without access to

digital technology. The newsletter is also available by accessing the school website and through subscription to our email list. Classes also send out their own letters for a variety of purposes during the year. Parents and community members are welcome to attend our weekly assemblies every Monday afternoon. News, award presentations and entertainment items are regular features.

Reporting to parents occurs formally at the end of each semester with students being issued with a written report that is accompanied by a parent/teacher interview.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The Zones of Regulation strategy and the Berry Street Educational Model are in the early stages of implementation and are showing signs of positive growth in students.

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	152	103	129
Long suspensions – 11 to 20 days	0	0	1
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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	146,240	158,167	147,771
Water (kL)	764	61,178	6,962

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.

The effort of the School Environmental Management Program (SEMP) team in 2018 has been recognised by Logan City Council who have financially supported our school.

The work of the SEMP team has included:

- Environmental leadership through Earth Keepers, Power Ranges and Eco Captain initiatives.
- Annual presentations at the Logan Eco Festival (LEAF).
- Paper, food and popper recycling.
- Worm farming, composting and gardening.
- Partnerships with Logan City Council, Wild Mountains, Toohey Forest Environmental Centre and Jacobs Well Environmental Centre.
- Science Week and Earth Hour initiatives including displays, competitions and workshops.
- Reduction in landfill and increasing biodiversity through planting.

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.
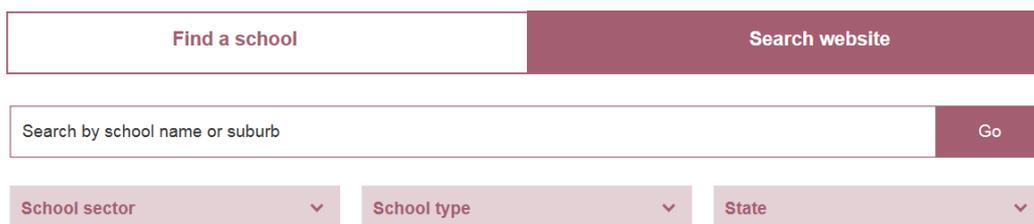
Find a school	Search website

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.

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	47	31	0
Full-time equivalents	43	20	0

*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	4
Graduate Diploma etc.*	2
Bachelor degree	37
Diploma	4
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 $43 278.

The major professional development initiatives are as follows:

- Reading: Phonics, QAR, Vocabulary, Meta-linguistics.
- Spelling: Phonics, Words Their Way.
- Facilitation of the National Curriculum.
- Effective pedagogy: Effect size, feedback, WALT/WILF, data collection and analysis.
- Positive Behaviour for Learning (PBL) Support and effective classroom management skills.
- Zones of Regulation
- Berry Street Educational Model
- 7 Steps to Writing.
- Mentoring and coaching.

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.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	91%	91%	90%
Attendance rate for Indigenous** students at this school	90%	90%	88%

* 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		Year level	2016	2017	2018
Prep	90%	92%	90%		Year 7			
Year 1	92%	90%	90%		Year 8			
Year 2	91%	93%	89%		Year 9			
Year 3	91%	92%	91%		Year 10			
Year 4	91%	91%	90%		Year 11			
Year 5	92%	90%	91%		Year 12			
Year 6	92%	91%	91%					

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.

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	18	14	27	41
2017	19	13	22	45
2018	21	13	25	42

Proportion of Students
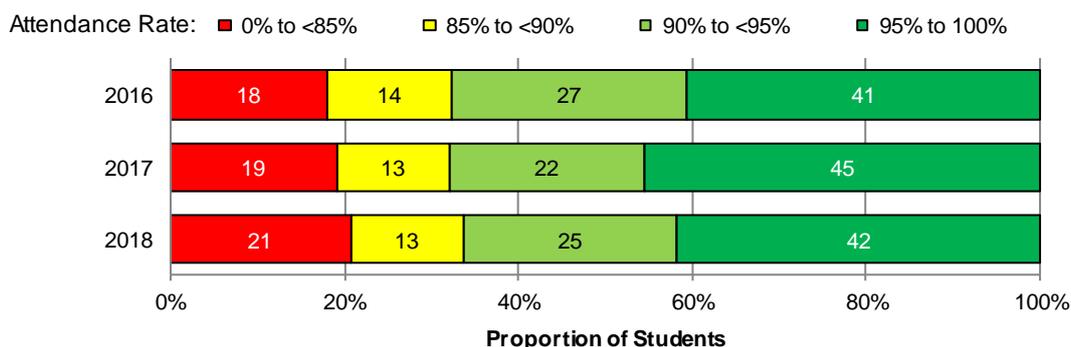
Description of how this school manages non-attendance

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.

Student attendance is a priority at Boronia Heights State School. Class rolls were marked twice per day in the manner outlined in SMS-PR-036 with the use of One School for electronic roll marking.

ID Attend is used at the school to monitor attendance on a daily basis. Office staff use approved departmental processes and guidelines for management of non-attendance at school.

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.

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.