



Byfield State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Contact information



Queensland
Government

Postal address	2233 Byfield Road Byfield 4703
Phone	(07) 4935 1140
Fax	(07) 4935 1260
Email	principal@byfieldss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Mrs Jo-Anne Shephard (Principal)



From the Principal

School overview

Byfield State School is a co-educational small rural school delivering learning via multi-age settings for its Prep - Year 6 students. We are located approximately 40 kilometres north of Yeppoon on the Capricorn Coast. Our school is part of the Central Queensland educational region, the Capricorn Coast Combined Schools' cluster and Keppel Coast Small Schools' cluster.

Our school's physical setting allows our students to enjoy school in the tranquil and picturesque surroundings of the local natural rainforest. Being educated in our school is a very special and rewarding personal experience for our students. Our small but dynamic staff ensure that each student knows that they are on a continual self-improvement learning journey, feels safe and supported at all times, and is confident to raise the bar for their future possibilities.

Our school was opened in 1960 at its current site. It is seen as an integral part of the small local rural community. We host different events for our community throughout the year, such as school concert, Under 8s Day, ANZAC ceremony.

Through our teaching we aim to promote in our young people an enthusiasm towards life-long learning, and development of skills in becoming vibrant proactive future members of society. Our students learn to be responsible citizens through being active recyclers, practising energy-wise habits and participating in Landcare/Reef Guardian activities when possible. They also learn to lead healthy lifestyles through various education programs and the highly valued yearly visit from Central Queensland Life Education.

Year 6 students are given opportunities and experiences to grow in their individual leadership skills through our Student Leadership program. Our workforce actively engages in relevant and effective professional development that ensures we achieve the goals of our school's annual explicit improvement agenda and/or their own career pathway goals.

Our collaboratively developed school vision (*Grow from challenges; Engage through actions; and, Be happy in oneself*) outlines our aim for each student. This combined with our school rules (*Be Safe, Be Responsible, Be Respectful, Reach Beyond*) and school motto (*Reach Beyond*) provides the basis for the positive cohesive atmosphere that envelopes our school. They also set the platform for learning to happen in an enjoyable environment and everyone's wellbeing to be valued.



School progress towards its goals in 2018

The following report provides an overview of our school in the 2018 school year. It outlines information about our school, curriculum, achievements and community. This School Annual Report will be available via our school website www.byfieldss.eq.edu.au, upon request for a hard copy and will be displayed in the documents stand in our school office.

Byfield State School's 2016 – 2019 Strategic Plan currently forms the basis for our school improvement agenda each year. The following is a reflection of our school's achievement in 2018.

School Priorities		Actions for 2018	Progress towards actions 2018
Systemic Curriculum Delivery	Building Students as Capable Writers	• Map students each term in Aspects of Writing and Reading (Literacy Continuum) and measure each student's achievement against term/year benchmarks. Record on Student Data Profile	Continue into 2019
		• Attend term cluster Moderation Days with focus on writing examples for moderation	Ongoing
		• Development of Learning Wall with focus: 'Building Capable Writers'. End of year cohort targets determined, achievement measured, data reviewed by teaching staff	Completed
		• Build teacher consistency of curriculum, assessment and reporting via Planning and Data Days	Continue into 2019
		• Broaden teacher knowledge in effective writing pedagogies through accessing professional development within region	Completed
	Implementation of Australian Curriculum (Version 8)	• Implement and monitor school Curriculum Plan of Australian Curriculum (Ver 8) via <i>Curriculum into the Classroom</i> (C2C) units	Completed
		• Monitor implementation of banded <i>Curriculum into the Classroom</i> (C2C) units	Completed
	Monitor and track student performance	• Review and update data being sourced for Student Data Profile focusing on term benchmarks and timetable of data collection	Completed
• Maintain Early Start (Prep – Year 2) and continue school developed Phonics and Sight Word assessing		Ongoing	
Great People = Great Staff		• High performing teams – continual self-improvement journey.	Completed
Proactive School, Parent and Community Relationships	Effective communication	• Ensure school newsletter informs parents of classroom, school and systemic information	Ongoing
		• Build on formal and informal communication methods through parent comment	Ongoing
		• Implement distribution of Student Data Profiles each term to prompt informed parent/teacher communications	Continue to 2019
	Develop strategies to address student attendance rates	• Implement strategies to build student awareness of their attendance - student mapping of their daily attendance, insert cohort attendance percentage rates in fortnightly newsletter	Ongoing
		• Implement cohort end of term awards for Bookwork and Attendance	Continue to 2019



Future outlook

School Priorities		Actions for 2019	Target	Timeline	Staff
Systemic Curriculum Delivery	Building Students as Capable Writers	<ul style="list-style-type: none"> Implement STRIVE process to build Vocabulary within literacy 	100% staff apply STRIVE process in all lessons with new words	EOY	Principal Senior teacher Teacher Aides
		<ul style="list-style-type: none"> Maintain mapping students on Literacy Continuum - Aspects of writing 	100% students mapped	Each term	Principal Senior teacher
		<ul style="list-style-type: none"> Learning Wall identifies Literacy Continuum – Vocabulary and Aspects of Writing progress 	+ 80% students achieve EOY Literacy Continuum – Vocabulary and Aspects of Writing + 80% P-6 students achieve 'C' in English +20% P-6 students achieve A/B in English	EOY	Principal Senior teacher
		<ul style="list-style-type: none"> 'Byfield Way' teaching Writing and Vocabulary review and implement 	Documents updated	Semester 1	Principal Senior teacher
Literacy and Numeracy Trough	Continue Moderation cluster meeting to build teacher knowledge and capabilities of assessing	<ul style="list-style-type: none"> Link cluster Moderation process to in-school moderation of assessment 	100% specialist staff be inducted	Each semester	Principal Senior teacher Specialist teachers
		<ul style="list-style-type: none"> Attend term pre- and after- cluster Moderation 	100% teaching staff attend	Each term	Principal Senior teacher
Great People = Great Staff		<ul style="list-style-type: none"> Staff Well-being plan implement 	100% staff participate in well-being activities	Each term	All staff
Proactive School, Parent & Community Relationships	Update strategies to improve student attendance rates	<ul style="list-style-type: none"> Revitalise attendance posters across school and newsletter attendance message 	School attendance rate to = state average	Term	All staff
	Build staff capacity through accessing relevant professional development in mental health strategies	<ul style="list-style-type: none"> Teaching staff to attend one face-to-face professional development 	100% teachers	EOY	Principal Senior teacher
		<ul style="list-style-type: none"> Staff to listen to one mental health podcast per term 	100% teaching staff (teachers + teacher aides)	Term	All staff



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	35	33	34
Girls	17	15	15
Boys	18	18	19
Indigenous	2	2	1
Enrolment continuity (Feb. – Nov.)	97%	97%	97%

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

Byfield State School students only come from within the local rural community. Our families come from a broad range of socio-economic and working backgrounds. 88% of the school families are either past students or have lived in the area for more than seven years. Most students complete their schooling at Byfield State School before moving on to Yeppoon for their secondary education. There is some transience of students mainly due to family or tenancy circumstances. Our enrolments have continued to maintain the services of two teachers for the past 11 years.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	17	16	17
Year 4 – Year 6			
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 Approach to Curriculum Delivery

- School focussed improvement agenda – Writing
- Australian Curriculum is our core curriculum
- Core focus curriculum is English, Maths and Science delivered via multi-age units.
- Other Learning Areas are Humanities and Social Sciences, Health and Physical Activity, Music, Visual Arts, Technologies and Japanese
- Literacy and Numeracy blocks deliver consistency in timetabling in morning and middle sessions
- Japanese is delivered to the whole school and assessed only in Year 5 and 6. Teaching from Prep to Year 4 allows for deeper understandings of Japanese for Year 5 and 6.
- National curriculum times are met across multi-age setting
- Structured routines build consistency and familiarity for students which builds stability in learning expectations and behaviours
- EVERY staff member knows EVERY student - and their family
- Early identification and intervention processes to access services of Speech Pathologist or Guidance Officer as required
- Differentiation in learning is consistent across classes
- Teacher Aides are in EVERY classroom EVERY day for the WHOLE DAY
- Specialist teachers deliver music, dance, drama, physical activity and Japanese
- Swimming program is offered Term 4 every year for ALL students and delivered by accredited coaches for SEVEN weeks

Co-curricular Activities

- Chaplaincy and Religious Instruction programs
- Student Leadership opportunities in Year 6 as per embedded Student Leadership program
- STEAM Gala Day with small schools' cluster
- Local Show participation in primary school art competition yearly
- Recycling and Food waste focus to reduce waste costs for school at local Transfer Station
- Annual End of Year concert inviting school and wider community
- Annual Perpetual Awards - Academic, Citizenship and Reaching Beyond
- Annual participation in Premier Reading Challenge
- Support to P&C at Market Day fundraiser
- Host community ANZAC Day ceremony and participate in annual ANZAC Day March in Yeppoon
- Life Education delivered every year
- Excursions with a cultural and extra-curricular focus
- Host for community annual Under 8s Day event
- Camp organised biennially

How information and communication technologies are used to assist learning

Information and Communication Technologies are an integral infrastructure in our school to enhance students' learning and to allow students to create and deliver their digital assessment tasks required for any Learning Area. Each classroom has an interactive whiteboard, and several computers (ratio of $\approx 1:3$ students). The school has also purchased a number of iPads (ratio of $\approx 1:3$ students) for use in learning and assessment tasks. The school also has digital cameras for students' use. Staff actively use digital devices as an integral part of their teaching and assessing.

All students are exposed to learning keyboarding and Word processing skills as required by the English curriculum. Staff access professional development on educational websites to improve their digital knowledge skills thus building our school as its own Professional Learning Community and reduce necessity of travel for PD.

To decrease 'slow-down time' via our Internet, the staff ensure that access to the web via digital devices is monitored. Decisions are made to ensure any 'aps' purchased are educational and have full value across all year levels. Any server or ICT problems are immediately reported to the Service Centre to ensure 'down-time' is limited.



Social climate

Overview

Byfield State School advocates to maintain its inclusive, co-operative, positive and tolerant social environment. Our students feel safe to learn at our school. Every student has the right to attain maximum opportunities to learn without distraction or interruption. Bullying is not tolerated or accepted at our school in any form. Any behaviour that may resemble bullying is swiftly addressed.

The smallness of our school makes for more personalised focussed learning where staff can easily and quickly support a student, provide personal and social skills direction, or challenge a student to apply acceptance behaviours and redress their actions. This approach builds a very cohesive and well-being social climate for all.

Year 6 students are given the opportunity to develop their leadership skills so they can be positive role models to others through demonstrating positive attitudes and courteous behaviours. They are to deliver a 'No Cost, High Impact' individual initiative each year.

A school chaplain works at our school three days per fortnight. She supports students in their learning and social behaviours and also promotes a sense of well-being for all.

A staff well-being weekend was implemented in 2018 where the focus is on developing the staff Wellbeing Action Plan, participating in wellbeing activities and reviewing the school year.

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)	DW	100%	100%
• this is a good school (S2035)	DW	100%	100%
• their child likes being at this school* (S2001)	DW	100%	100%
• their child feels safe at this school* (S2002)	DW	100%	100%
• their child's learning needs are being met at this school* (S2003)	DW	100%	100%
• their child is making good progress at this school* (S2004)	DW	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
• teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
• teachers at this school treat students fairly* (S2008)	DW	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
• this school works with them to support their child's learning* (S2010)	DW	100%	100%
• this school takes parents' opinions seriously* (S2011)	DW	100%	100%
• student behaviour is well managed at this school* (S2012)	DW	100%	100%
• this school looks for ways to improve* (S2013)	DW	100%	100%
• this school is well maintained* (S2014)	DW	100%	100%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
---	------	------	------

* 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)	100%	100%	100%
• they like being at their school* (S2036)	81%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	94%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	88%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	86%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	86%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	86%	100%	100%



Percentage of school staff who agree# that:	2016	2017	2018
---	------	------	------

* 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

Parent involvement in their child's education is highly valued at Byfield State School. Teachers actively encourage parents to discuss formally or informally their child's academic, emotional and behaviour progress. Parents are informed of new directions from Department of Education, and, updates of school policies through the school newsletter, school website and the P&C.

A student's academic progress is reported four items per year – semester report cards and parent/teacher meetings. The principal and teachers offer a flexible timetable for parent/teacher learning conversations. Staff actively use afternoon 'meet, greet and chat' or morning 'check-in' with parents. Our small but active P&C supports our school through various fund-raising endeavours. At P&C Meetings it is common place for the principal to deliver reports on EQ policy changes, school direction, updating of school policies, facility improvements and financial assistance required for excursions/activities/sports equipment.

The Byfield P&C provides yearly to EVERY student a personal book labelled from them to encourage reading. This is eagerly awaited each year by the students and is very much appreciated by them and parents. The P&C endeavours to organise special lunch days or discos throughout the year.

Respectful relationships education programs

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The delivery of a Health curriculum across multi-age cohorts builds students' knowledge and skills of proactive and respectful behaviours. Life Education programs, delivered yearly, also supports the school's Responsible Behaviour plan and respectful relationship's programs. At the beginning of each year the school teaches students acceptable behaviours and actions linked to our school rules for all locations within the school. Teachers implement highly engaging incentives for positive behaviours within their classrooms and across the school. Teachers actively promote self and social awareness skills within the classrooms and playground. Being a small school, changes in the well-being of a student/staff member can be quickly identified and thus actions can be taken to support that individual. The school's chaplain delivers programs that support resilience, empowerment and social skilling when required. The school also has visits from Bravehearts and SEAT (Spinal Education Awareness Team) biennially.

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	0	0	0
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

Byfield State School is committed to reducing our environmental footprint through a variety of strategies. Strategies include the school's solar panels, rainwater tanks, recycling program, food waste management and power-saving processes (turning off unused lights, minimal use of air conditioners, more use of fans). The School Officer manages the transporting of recycle and general waste to the local transfer station on a fortnightly basis. Through these strategies we aim to keep our landfill waste to a minimum. This process encourages our students to be actively engaged in waste management.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	12,056	12,169	11,252
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.

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.

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

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

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	4	4	0
Full-time equivalents	2	2	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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	1
Diploma	3
Certificate	

*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 \$10 060.

The major professional development initiatives are as follows:

- Regional Principal's Conference
- Curriculum Planning and Data days
- Regional small schools' cluster moderation
- Capricorn cluster SFD Workshops
- Writing PD

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.	97%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	93%	90%	90%
Attendance rate for Indigenous** students at this school	98%	84%	DW

* 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	92%	DW	94%
Year 1	94%	87%	DW
Year 2	89%	89%	90%
Year 3	91%	92%	95%
Year 4	93%	88%	86%
Year 5	98%	92%	81%
Year 6	89%	92%	92%

Year level	2016	2017	2018
Year 7	N/A	N/A	N/A
Year 8	N/A	N/A	N/A
Year 9	N/A	N/A	N/A
Year 10	N/A	N/A	N/A
Year 11	N/A	N/A	N/A
Year 12	N/A	N/A	N/A

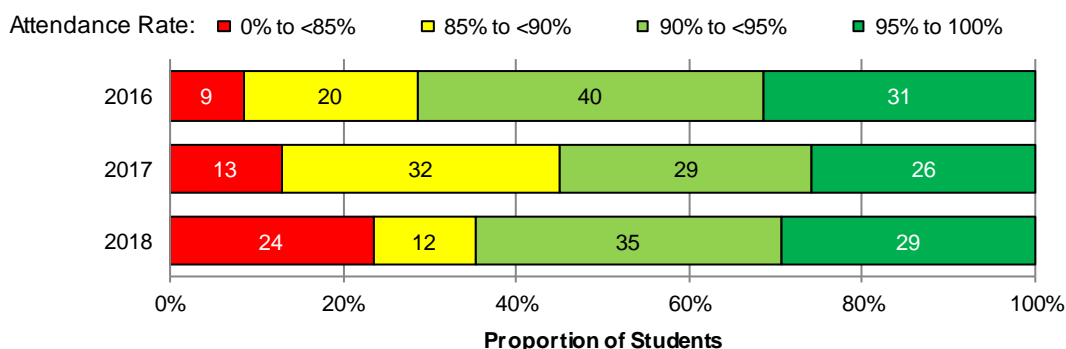
Notes:

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



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.

Rolls are marked twice daily. Notified absences are marked accordingly. Parents are notified after 10:00am via text messaging to explain un-notified absences. This forms our strategy for Education Queensland's *Same Day Notification* policy. The school's mobile thus holds all evidence of absent reasons via the text messages from parents. This information is transferred into the One School e-roll. Parents who do not respond, have their child's absence notarized as 'Unexplained' and recorded as such in the One School e-roll. Students arriving late or leaving early are also duly recorded on the One School e-roll.

Clear expectations are set for a high attendance rate at our school. Information on the impact of poor attendance on a child's learning is included in the Parent's handbook, on classroom displays and regularly included in the school's newsletter. Parents are regularly reminded of their obligation to inform the school about their child's absence and to supply a medical certificate for prolonged illnesses or written note for prolong holidays. Where students will be absent for a period greater than 10 school days, parents are to apply for an exemption to schooling.

An Attendance Award has been implemented to reward highest attendance above 95% each term for each class cohort. Students also map their daily attendance to build their awareness of their individual attendance. In the fortnightly newsletter, class cohorts attendance rates are published. Term attendance rates are also noted on each student's Data Profile which is shared each term with parents.



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.

