Robertson State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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From the Principal

School overview

Robertson State School is a niche primary school located in an attractive setting on the south side of Brisbane. It is a coeducational school of approximately 720 students from Prep to Year 6. The school is enrolment managed and has a waiting list for student entry. The school motto, Achievement Through Effort, and vision, Creating Brighter Futures Together, have resulted in a caring and supportive community embracing diversity and celebrating multiculturalism. Since the opening of Robertson in 1980, the school has built a strong reputation of excellence in behaviour, uniform presentation and academic achievement. The school pedagogy around 'gifted education' is underpinned by differentiation and developing critical the creative thinking skills. Students are also encouraged to be autonomous learners. The school embraces a global outlook through a comprehensive Languages and International Studies program with Bilingual Chinese classes beginning in Year 1, sister school exchange visits every two years and study tours. The school's strategic direction in digital futures is supported through a dedicated Bring Your Own Device (BYOD) iPad initiative in all classrooms from P-6 and a well-resourced Science, Technology, Engineering and Mathematics (STEM) program. The progressive introduction of the Australian Curriculum in English, Mathematics, Science, Humanities and Social Science, the Arts and Technologies, provides consistent and sequential learning and reporting. Robertson has an outstanding classroom music program, three choirs, three bands and three levels of string ensembles. Fitness is promoted through an Active School Travel program, a comprehensive physical education program and competitive sports. A dedicated gymnastics facility brings another area of excellence for the school, nurturing many state and national champions over the years. Ther school provides enrichment programs including debating, chess and robotics during lunch hours and after school. Parents take an active part in the life of the school through the Parents and Citizens Association, parent classes and curriculum support groups as well as the School Council.

School progress towards its goals in 2018

Goals	Progress
1. **2018 Improvement Agenda: Numeracy -** 1-2% improvement (student gain) achieved in NAPLAN, A-E & Pat-M data. 100% of teachers using the Gradual Release Model in Numeracy.	Numeracy Leadership Team conducts professional development in problem solving, think boards, tiered questions). Numeracy Block pedagogy (Gradual Release of Responsibility Model) embedded. Teachers explicitly teach problem solving strategies within the KLA of Mathematics. Pedagogical coach worked with teachers analysing data and applying differentiated teaching strategies through group work. Introduction of whole class, small group or individual numeracy goals for students. Front end assessment during planning sessions to ensure curriculum demands were understood by year level team and the guide to making judgements was calibrated across year level teams.
2. **Literacy - Reading and Writing** 1-2% improvement (student gain) achieved in NAPLAN 2018. 100% of teachers using the Gradual Release Model in Literacy.	**Reading** – Further development of a consistent approach to teaching reading in P-6. Introduction of Synthetic Phonics program in Year 2 continuing on from Prep and Year 1. The Master Teacher coached teachers in analysing class data, setting class and individual student reading goals. **Writing** – Everyday writing embedded in Literacy Blocks. Implementation of whole school consistent writing practices. Whole class and individual writing goals implemented. Writing moderation within cluster occurred to ensure consistent standards.
3. **Languages and International Programs** 100% of students learning a language from P-6.	**Bilingual** - Introduce the Content Language Integrated Learning (CLIL) - approach with the Year 1 Bilingual class in the Maths, Science and Technology curriculum. Alignment of the teaching, learning and assessment practices in Year 1, including the Bilingual classes to ensure A-E standards and reporting procedures. **International Program** - International team skilled through EQI to conduct study tours and sister school visits. The school continued the development of its International Programs, hosting study tours from China and travelling to our sister school, Zhenjiang Mincheng Primary School in Jiangsu Province, China.
4. **Positive School and Health and Wellbeing** 100% of staff have a performance development plan. Increase of 2% in SOS staff morale. 100% of classroom have a	**Performance Development Plans** - Performance Development Plans process for all staff continued. Collective professional development needs identified. **Well-being** - Staff wellbeing promoted through the social committee activities. **PBL** - Consistent approach to classroom behaviour is embedded with the PBL committee meeting fortnightly to analyse and respond to data.

	consistent approach to behaviour management.	
5.	**Digital Futures** 100% of teachers have access to the necessary ICTs to do their job at school.	**Digital Futures** – Monitored the implementation of Bring Your Own Device (BYOD) iPad program. Professional development of teachers in coding and robotics to support Digital Technologies. Digital Technologies curriculum delivered school wide with support of HOC Technology. **ICTs** - Professional development to show the versatile use of iPads to support teaching continued. Ongoing professional sharing of effective learning applications (Apps). Teachers and students upskilled in cyber safety. Teachers further upskilled in 1:1 Bring Your Own Device (BYOD) class environment.
6.	**Australian Curriculum and Resourcing** 100% teachers understanding the Australian Curriculum and using aligned units, assessment tasks and GTMJs.	**Australian Curriculum –** Consolidated understanding of current Australian Curriculum KLA's and understand new Australian Curriculum KLA's. Digital Technologies delivered school wide. Reviewed Curriculum into the Classroom (C2C) units for English, Mathematics, Science, History and Geography to further refine lesson planning and assessment. **School Assessment and Reporting Framework** - Further refined moderation processes and assessment instruments. Cluster moderation occurred in Semester Two focusing on writing. **Pedagogical Plan** – Reviewed and refined to include Gradual Release of Responsibility Model. Pedagogical Coach delivered coaching sessions to all teachers in problem solving strategies and Gradual Release of Responsibility Model.
7.	**Student Support Programs** Numeracy 1-2% Reading 1-2% and Writing 1-2% from P-6	**Diverse Learners** – Gifted - Continued refinement of multi-aged curriculum. Continued Gifted Education Mentor training for teachers and induction of new teachers in gifted education. Increased student access to enrichment programs and competitions. Numeracy Coach identified students in U2B in Year Five and Year Three to deliver an enrichment program prior to NAPLAN. **Inclusion** – Continued adjustments to classroom based curriculum and assessment. Consultation with class teachers to develop learning goals, targets and success criteria for students with disabilities. Provision of professional development sessions on EAL/D to support classroom learning. Analysis of school base and state and national data to identify learning support students with the provision of targeted intervention.

Future outlook

The school's explicit improvement agenda for 2019 is **Quality Teaching for Quality Learning**, facilitated through coaching. Our goal is to have 100% of students reach NMS in NAPLAN and a 5% improvement in A-E data. Our 2019 targets includes:
- 100% of teachers using the gradual release of responsibility (GROR) model in the Literacy and Numeracy Blocks
- 100% teachers involved in coaching
- 100% middle leaders undertaking facilitators training in Instructional Coaching

We look forward to continuing to work on the following priority areas:
- Literacy Block - By end of 2019 100% of teachers using the GROR model during the Literacy Block, supported by instructional coaching, PD, data conversations and resourcing.
- Numeracy Block - By end of 2019 100% of new and beginning teachers using the GROR model during the Numeracy Block, supported by instructional coaching, PD and resourcing.
- Languages and International Programs - Continue to develop and refine the CLIL - Content Language Integrated Learning - approach with the Year 1 and Year 2 Bilingual class in the Maths, Science and Technologies curriculum. Refine processes and strategic planning for study tours and sister school visits.
- Positive School and Health and Wellbeing - 100% of staff contribute to school teams. Health and Wellbeing Committee meets regularly to review progress of programs.
- Continue to develop and refine Digital and Design units of work to be more school specific with the HOC and year levels teachers to support cross curricular connections. Organise and provide PD to develop teacher capability and confidence with the thinking processes around Digital and Design Technologies curriculum.
- Australian Curriculum and Resourcing - Organise and provide PD to develop teacher capability and confidence around the Arts, Technologies, HASS, Health and Physical Education and Languages curriculum. Tighten links between the Pedagogical Framework, whole school Curriculum Plan, unit/band plans and assessment and moderation practices.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	713	727	737
Girls	355	367	382
Boys	358	360	355
Indigenous	9	9	7
Enrolment continuity (Feb. – Nov.)	95%	97%	96%

Characteristics of the student body

Overview

Robertson State School is an enrolment managed school. Our students predominantly live locally within our catchment, however some families have relocated beyond the boundaries of catchment and still remain enrolled. The school is located in a high socio-economic demographic and is also highly multicultural. The school Index of Community Socio-Economic Advantage (ICSEA) from the MySchool website is 1132 (average ICSEA 1000) and compared with other schools it is in the 93rd percentile. Our student body is representative of a growing number of cultural groups, with over 40% of students identifying with a Chinese background. Other significant groups come from Indian, Vietnamese, Korean and Middle Eastern cultures. Approximately 70% of our student body come from families where English as a Second Language is spoken at home. The school has a very small number (approximately1%) of students who identify as Aboriginal and/or Torres Strait Islander people.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	25	25
Year 4 – Year 6	28	27	27

Curriculum delivery

Our approach to curriculum delivery

Our curriculum framework focuses on the Australian Curriculum for English, Mathematics, Science, History, Geography, Languages, Arts, Technology and Health and Physical Education.

In Years P-6 the students learn Chinese (Mandarin) as a Language Other Than English. The Head of Curriculum works with teachers to ensure consistent curriculum delivery and assessment.

The Head of Curriculum -Technology works with teachers to help integrate digital and design technology into classroom lessons. All classrooms have a Bring Your Own Device 1:1 iPad environment.

The school employs a Pedagogical Coach to work with teachers to support the Numeracy Block pedagogy.

The school employs an Enrichment Teacher (0.4) to assist with the identification of gifted students and provides support programs and opportunities for those students. Our teachers differentiate the curriculum to accommodate individual student learning needs.

A Pre-Prep Program operates in Semester Two offering our future Prep students the opportunity to engage in familiarisation activities on campus.

The school employs a classroom music teacher four days a week. There are also two instrumental music teachers who provide group lessons to enable students to participate in strings ensembles and band.

The school employs a PE teacher to teach physical education to all students. Students compete in team sports at inter-school competitions (Gala Days) each term. Students also participate in school athletics, cross country events and district and regional competitions.

Co-curricular activities

An extensive school excursion and camping program exists at the school. A trip to Canberra by the Year 6 students was a success and Year 4 and 5 students also attend camps at outdoor education centres. All year levels have at least one excursion each semester.

An International Program provides our Year 5 and 6 students the opportunity to travel to our Sister School, Zhenjiang Mincheng Primary School, in China. This is a biannual opportunity, which is reciprocated when our Sister School visits Robertson.

Other curriculum offerings include more than two thirds of the school undertaking extra curricula music activities, with 25% of our student body playing orchestral instruments. There are two large choirs, two string ensembles and two concert bands.

Enrichment Days are organised for all students from Prep to Year 6. This is an opportunity for students to participate in activities that they might otherwise not have the chance to experience. These activities are led by classroom and specialist teachers as well as outside providers.

Students have the opportunity to learn chess and participate in interschool chess competitions. The number of school teams is increasing with Robertson one of the highest performing schools in the Metropolitan Region.

A suite of outside school hours activities/classes were undertaken for enrichment including gymnastics, piano/keyboarding, speech and drama, martial arts and science extension lessons.

The student leadership program offers opportunities for students to be involved in a student council, as well as captains of musical groups, technology and the three school Sports Houses - Angus, Duncan and Stewart. There are four school captains and six sports house captains, one technology captain and the student council has an environmental subcommittee which leads the student environmental program and Eco kids club.

How information and communication technologies are used to assist learning

All teachers have access to a department funded Laptop and a school funded iPad which are used to enhance the delivery of the school curriculum. Teachers receive regular professional development to help them use their devices to support pedagogy. Each classroom also has an Interactive Whiteboard and the capability of projecting iPads onto them using Air Server installed on all teacher laptops. There are also interactive TVs in the Library, Learning Support and Special Education learning areas to support student learning and additional plasma screens in teaching and learning spaces throughout the school.

In 2016 a Bring Your Own Device (BYOD) iPad program was introduced school-wide. This has significantly enriched learning and teaching opportunities with access to learning apps and internet research.

There are two sets of 28 laptops and two sets of 14 laptops around the school for classes to use along with four desktop PCs in all Prep – Year 3 classes.

The Wireless Upgrade Program was undertaken in 2016 providing wireless access points in all classrooms and learning areas including the activities hall, tuckshop, board room and support staff offices.

The Head of Curriculum - Technology, alongside running professional development sessions for large groups of staff at staff meetings and student free days, is available for digital and design curriculum mentoring and 'point in time' professional development of teachers on a one-on-one and year level basis. The Head of Curriculum demonstrates effective use of digital tools with instructional teaching, and choice of learning apps in classrooms to improve student learning. Teachers are being instructed in using the SAMR Model which supports and enables teachers to design, develop and infuse digital learning experiences that utilise technology with the aim to improve student outcomes.

A robotics and coding club was introduced for students in Years 5 and 6 in 2016 and has been expanded throughout 2018 to include Year 3 and 4 students.

The school network is supported by a paid technician two days a week, a full time Head of Curriculum – Technology, a Teacher Aide for 15 hours per week and access to the Regional System Technician.

Social climate

Overview

The school has a warm and caring social environment. The Program Achieve whole school social emotional program underpins the school's Responsible Behaviour Plan. The chaplain runs friendship groups and there is high participation in extra-curricula programs in sports, music and chess. The school takes a strong stance on bullying through its anti-bullying policies including the school rules of Be Safe, Be Respectful and Be Responsible. Year 6 and Year 5 student buddies care for the Prep and Year 1 students and all students are provided with strategies to keep safe and report bullying in the playground.

98% of students feel that they are safe at school and 99% of parents feel their children are safe at school. 95% of parents and 95% of students indicated that behaviour is well managed. 99% of parents indicated that their child likes to go to school. 98% of students and 95% of parents think that they are getting a good education at this school.

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)	100%	97%	95%
• this is a good school (S2035)	97%	97%	99%
• their child likes being at this school* (S2001)	98%	97%	99%
• their child feels safe at this school* (S2002)	99%	99%	99%
• their child's learning needs are being met at this school* (S2003)	99%	97%	93%
• their child is making good progress at this school* (S2004)	99%	97%	97%
• teachers at this school expect their child to do his or her best* (S2005)	97%	99%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%	93%
• teachers at this school motivate their child to learn* (S2007)	97%	96%	96%
• teachers at this school treat students fairly* (S2008)	94%	95%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	97%
• this school works with them to support their child's learning* (S2010)	95%	96%	93%
• this school takes parents' opinions seriously* (S2011)	87%	89%	85%
• student behaviour is well managed at this school* (S2012)	94%	97%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school looks for ways to improve* (S2013)	97%	95%	93%
• this school is well maintained* (S2014)	92%	92%	97%

* 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)	97%	95%	98%
• they like being at their school* (S2036)	96%	94%	97%
• they feel safe at their school* (S2037)	95%	96%	98%
• their teachers motivate them to learn* (S2038)	94%	95%	99%
• their teachers expect them to do their best* (S2039)	98%	96%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	94%	100%
• teachers treat students fairly at their school* (S2041)	89%	92%	93%
• they can talk to their teachers about their concerns* (S2042)	90%	89%	94%
• their school takes students' opinions seriously* (S2043)	87%	85%	92%
• student behaviour is well managed at their school* (S2044)	87%	82%	93%
• their school looks for ways to improve* (S2045)	98%	95%	99%
• their school is well maintained* (S2046)	87%	95%	99%
• their school gives them opportunities to do interesting things* (S2047)	92%	94%	99%

* 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)	98%	96%	94%
• they feel that their school is a safe place in which to work (S2070)	98%	93%	96%
• they receive useful feedback about their work at their school (S2071)	90%	93%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	89%	92%
• students are encouraged to do their best at their school (S2072)	97%	99%	100%
• students are treated fairly at their school (S2073)	98%	93%	97%
• student behaviour is well managed at their school (S2074)	100%	94%	96%
• staff are well supported at their school (S2075)	91%	77%	85%
• their school takes staff opinions seriously (S2076)	84%	76%	76%
• their school looks for ways to improve (S2077)	97%	93%	99%
• their school is well maintained (S2078)	94%	86%	92%
• their school gives them opportunities to do interesting things (S2079)	97%	87%	90%

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

Parents play a significant part in the education of their children both in volunteering and supporting their child's learning. Over 150 parents were involved in volunteering in 2018.

Parents participate in the school in many ways. These include:
- Parent representative for each class, music and sport
- Working in the school tuckshop
- Attending P&C meetings
- School Council meetings
- Assisting with sports coaching
- Transporting students to various school related activities
- Fundraising
- Springfest – (school fete)
- Under 8's
- World Teachers' Day
- Parent information sessions
- Assisting with small group work in the classrooms
- Attending excursions
- Participating in Active School Travel
- Parents also support their children by attending extra curricula activities e.g. choir and band performances, chess club, debating, etc.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The school has implemented of whole school Positive Behaviour for Learning program with school expectations of 'Be Responsible, Be Respectful and Be Safe' These are taught and modelled though all classrooms, play activities and playground spaces. The continuation of the Program Achieve social emotional program with the pillars of organisation, confidence, resilience, and getting along provides lessons to build self-esteem and confidence and to report violence. These programs also develop skills in conflict resolution.

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	10	5	6
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Environmental footprint

Reducing this school's environmental footprint

The school has developed policies to conserve energy and water. Electricity use has been maintained with policies on air-conditioner use and the installation of energy efficient light bulbs. Water usage has been supplemented with the use of water tanks, a bore on the oval and better maintenance of taps and toilets. There is still more work to do to decrease electricity and water usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	193,926	209,524	194,889
Water (kL)	1,602	1,651	1,433

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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	51	37	<5
Full-time equivalents	46	20	<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	4
Graduate Diploma etc.*	9
Bachelor degree	37
Diploma	0
Certificate	0

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $91 395.91

The major professional development initiatives are as follows:

- Pedagogical coaching and mentoring - Numeracy
- Reading and writing workshops
- Synthetic phonics
- Numeracy consultant delivered sessions on problem solving in numeracy
- Gifted and Talented PD
- Cognitive Thinking PD
- I-Educate
- Robotics and coding workshops
- Extensive 'point in time' technology upskilling in using iPads and learning apps
- Teachers and leaders attendance subject and leadership conferences
- First aid training
- IPS Conferences
- Principal & Regional Conferences
- Copyright PD
- Union PD (Teaching and non-Teaching)
- Queensland Curriculum Assessment Authority workshops (various)

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%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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	95%	95%	95%
Attendance rate for Indigenous** students at this school	96%	94%	95%

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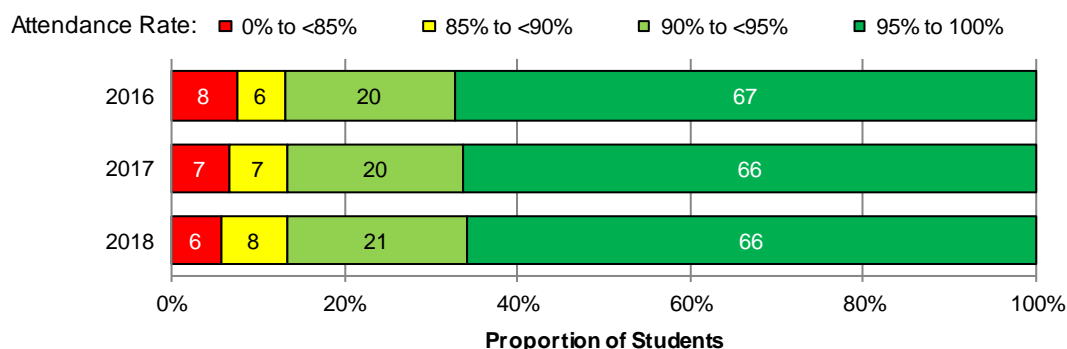
** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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

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

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	8	6	20	67
2017	7	7	20	66
2018	6	8	21	66

Proportion of Students (0% – 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.

Twice daily rolls are marked electronically. Students who are late to school have to sign in at the office. Parents are required to contact the school to notify of students absences via an absentee phone line. If parents have not contacted the school they are contacted by the school every school day. All reasons for absence are recorded. Each term letters are sent home to any parents with unexplained absences if students have a pattern of being late to 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.