

Elliott Heads State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Colin Crowther (Acting Principal)

## School overview

Elliott Heads State School is a small school in a rural coastal setting approximately 20 kilometres from Bundaberg in Queensland. We aim to have every child meet their maximum potential as future citizens by offering personalised learning in modern, well-maintained classrooms, within a friendly and supportive family oriented atmosphere. We offer an intensive learning support program in reading, writing and mathematics, as well as an extension program for gifted and talented students. The school has its own Physical Education Teacher and is serviced by Music and LOTE (Japanese) teachers. Elliott Heads SS is able to offer school, local, district, regional and state sporting opportunities. We also conduct an annual Learn to Swim program. We have several outdoor covered learning areas, a newly built library resource centre, a new tuckshop, a 1:4 computer ratio and interactive whiteboards in every classroom. Our school also conducts a highly successful Play Group each week for preschoolers, in conjunction with our Early Childhood Education program. We participate actively in the Reef Guardian Schools Program in order to assist in maintaining our unique marine habitat of the Southern Great Barrier Reef. Our school has a very active Parents and Citizens Association. We enjoy close ties with, and are well supported by, our Coral Coast Cluster of Schools, including our local high school.

## School progress towards its goals in 2018

In 2018 our school focuses were Numeracy, English and Wellbeing. We have instilled the importance of Pre and Post moderating all English and Maths tasks with students. We have seen a consistent improvement in student outcomes since undertaking this process. Students are mindful of the common behaviour language of 'Acting Like Elliott' across the school. We work together to establish our 'Rule of the Week' and consistently celebrate the success of each student.

With a sharp and narrow focus of writing in 2019, we have identified this as an area for improvement. Staff will engage with professional development and partnerships to improve student writing outcomes.

The Coral Coast Primary School Cluster purchased a set of 24 EV3 robots at the end of 2017. Students in years 4/5/6 used these in their technology unit before competing in the Bundaberg Robotics challenge. This was a huge success our Teams from Elliott Heads placing first overall against multiple schools from across our region.

## Future outlook

In 2019 we are changing our sharp and narrow focus to writing throughout our school. Our data has indicated that writing is an area for improvement. We have partnered with CQ University to develop a positive writing culture

within our school. Dr Michelle Vanderberg will be working staff multiple time each term to professionally develop their understanding of the writing process.

**Our Vision** – Inspiring minds, Creating opportunities, Shaping Queensland’s future.  
**Our purpose** – Preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy.

## 2019 Explicit Improvement Agenda

**Our Focus:**  
**Writing**  
*Every Student Succeeding*

**Elliott Heads State School**  
 Every Hour Strive for Success

*Improvement priority – Building an expert teaching team and developing a 'Whole School' approach to teaching Writing by ensuring consistency in, pedagogical practice, moderation practice, analysis of student data, curriculum planning and documentation, regular and thorough observation and feedback practices and by targeted use of school resources.*

- School Improvement**

  - An explicit improvement agenda
  - Analysis and Discussion of Data
  - A Culture that promotes learning
  - Targeted used of School Resources
  - An expert teaching team
  - Systemic Curriculum Delivery
  - Differentiated teaching and learning
  - Effective Pedagogical Practices
  - School-Community Partnerships

### TEACHING AND LEARNING FOCUS

- Improvement Priorities (linked to AIP)**
- STRATEGY – TEACHING QUALITY**
- By 3 Months:
  - Align Staff DPPs to the improvement priority of Writing
  - To develop a shared understanding and commitment to developing writing stamina with reference to the general capabilities in the Australian Curriculum and across all Key Learning Areas
  - All teachers engaging in the post moderation process
  - Enhance teacher knowledge of Australian curriculum Writing through deepening knowledge of Achievement Standards and curriculum Intent through the Pre-Moderation Process.
  - Teachers will engage in action research projects to reflect on writing instruction, collect & analyse data, and use the data to inform their practice.
  - Provide time for teaching staff to plan effectively for Writing use data to inform the teaching and learning program aligned to the Australian Curriculum
  - By 6 Months:
  - Use peer observation, feedback and differentiated coaching to share best practice and improve teaching practice
  - By 12 Months:
  - Deepen staff knowledge, understanding and pedagogical practice of the 4 writing procedure – Modelling, Shared and Interactive Writing, Guided and Independent writing to Pearson’s Gradual Release of Responsibility Model
  - Deepen staff knowledge and understanding of pedagogical values and beliefs shared at Elliott Heads State School. Engage in Professional Conversations regarding best practice in ‘how’ to teach writing and all KLA’s.
- STRATEGY – SCHOOL PERFORMANCE**
- By 3 Months:
  - Work collaboratively within and across schools to improve student achievement in writing using data evidenced inquiry cycles.
  - Collect and triangulate Writing data (identified within School Target and Assessment Plan) to monitor performance, review practice and strategy outcomes through data analysis inquiry.
  - Provide regular opportunities to analyse student writing data through the school contextualised data analysis inquiry to inform teacher planning
- STRATEGY – SCHOOL PERFORMANCE**
- By 3 Months:
  - A whole school approach to support the learning of all students
  - Assessment is planned to occur in multiple ways to enable choice for students with diverse learning needs to demonstrate their abilities
  - Student achievement and engagement data is used to inform collaborative decisions regarding the allocation of resources, reflecting whole school approach to support student learning aligned with the school improvement agenda.
  - Create inclusive opportunities for all students to reach their potential as successful learners; identify and support top students, SWD and at-risk students.
  - By 6 Months:
  - Monitor and review attendance, behaviour, retention and attainment strategies for continuous improvement in writing
  - By 12 Months:
  - Use Early Start and the P-10 Literacy Continuum to monitor students’ progress in writing and identify writing behaviour goals for students.
  - Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests, guided by the Learning and Wellbeing Framework and the Disability Standards for Education, 2005 to enable student success academically.
  - Create a learning community that is positive, inclusive and resilient, and where every child, young person, staff member, and family can achieve their best possible mental health.

**TARGETS-2019**  
 Australian Curriculum  
**Achievement:**  
**Numeracy Targets:**

- NAPLAN - 100% students who are not verified or on an ICP are at, or above the national minimum standard.
- NAPLAN - 20% or greater of students achieve U2B
- 80% of students achieve a C or higher in Maths

Mathematics Planning – All Staff: ACARA (C2C), Diagnostic ‘Show Me’ papers, Common Misconceptions, NCR Gympie Alliance Term Overviews/Placements

**English Targets:**

- NAPLAN - 30% of students at, or above the national minimum standard, in Writing
- 80% of students achieve a C or higher in English – ICP for SWD and Learning Support where required
- 100% of teachers using ACARA: NCR State School Systematic Curriculum Delivery Small Schools English Planning

100% of teachers using a consistent approach to teaching spelling and phonics

% of children achieving C or above

Sem	English		Math		Science	
	2018	2019	2018	2019	2018	2019
Prep #	NA		NA		NA	
Year 1	93%		93%		100%	
Year 2	83%		81%		71%	
Year 3	81%		70%		90%	
Year 4	90%		90%		73%	
Year 5	95%		79%		95%	
Year 6	73%		88%		100%	

# Prep – Working with and Above

## 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	101	103	110
Girls	42	43	45
Boys	59	60	65
Indigenous	21	17	15
Enrolment continuity (Feb. – Nov.)	99%	76%	90%

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

Our students are mostly more than third generation Australian, with 15% of our student population identifying as Indigenous, and a small number of Asian students.

The Elliott Heads community consists of people from a diverse range of socio-economic circumstances, including professionals, blue-collar workers, small crop and cane farmers, farm workers, people in service industries, self-employed people and families from a low socio-economic background. Several new housing sub-divisions in and around Elliott Heads are having an impact on the demographics of the area. These estates are providing accommodation, quality facilities and a desirable lifestyle for a more stable, permanent population. A bus service to local sub-divisions and an Enrolment Management Plan at neighbouring schools has also increased our opportunities for growing enrolments.

This has contributed to steady enrolment numbers. The classes offered in 2018 were a Prep/1 class, a Year 1/2 class, a Year 2/3 class a Year 4/5 class and a Year 5/6 class. Elliott Heads State School enjoys a solid core of students and their families who have been at the school since Prep and remained in the community and at the school for the duration of their primary schooling. Elliott Heads State School has a good reputation for assisting students with disabilities, with an enrolment of 8% in that category. Many parents believe that the small school atmosphere is beneficial for their children.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	18	21
Year 4 – Year 6	26	23	24
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

- Japanese program Years 4-6 by a specialised LOTE teacher.
- Music lessons from P-6, by a specialist Music Teacher
- Physical education/sport lessons P-6 by a specialist Physical Education Teacher
- P-6 Swimming Program

- Weekly Maths Extension Program
- District Maths Team Challenge event
- Coral Coast cluster Enrichment and Enhancement Program
- High student/computer ratio
- Online learning programs for all students
- Kindy Club – Pre-Prep transition to school program
- Weekly Playgroup for 0-5 year olds

## Co-curricular activities

Elliott Heads participates in a number of extra curricula activities including:

- Interschool sport
- Choir
- Student leadership team
- A full range of representative sporting opportunities
- Local community events such as ANZAC Day, Australia Day
- Discovery Challenge – Engineering
- Bundaberg Robotics Day
- Maths Team Challenge

## How information and communication technologies are used to assist learning

Every class at Elliott Heads State School has access to well-maintained computers. All computers are connected to the Internet. Prep/1 students have a group logon with individual user folders on their H Drive, while Grades 2-6 have individual logons, email accounts and drive space.

All classrooms have interactive whiteboards to assist teachers and students in the delivery of an increasingly digital curriculum. The resource centre has a wide screen television, data projector and interactive whiteboard.

The curriculum server provides every student with access to programs that assist in their everyday learning. Students use computer and online programs to develop reading and Mathematics skills, as well as to research topics using the Internet, to communicate with each other and the outside world and to complete learning and assessment tasks using electronic media.

## Social climate

### Overview

Elliott Heads is situated in a semi-rural coastal community approximately 20 kilometres from the large regional centre of Bundaberg. The school is well equipped, and enjoys excellent community support. The school continually reviews and modifies its Responsible Behaviour Plan for Students and enjoys a great record of student behaviour. Bullying issues are dealt with immediately; initially by the classroom teacher and then, if necessary, by the principal. The school participates in the annual “Bullying? NO WAY!” event, using senior students as peer support leaders.

The school Chaplaincy Program also provides pastoral care for students, staff and parents including a breakfast club running on Fridays. The school maintains close ties with its Guidance Officer and has developed an individual plan for students who need additional support. We have a Support Teacher: Literacy and Numeracy and a Special Education Program Teacher who assists in developing programs for our students with a disability.

The school has an ‘open door’ policy where parents and students are encouraged to bring any problems immediately to staff attention, so that they can be dealt with promptly, by the most appropriate person and in an open and transparent manner. Parents always receive feedback following the outcome of an incident. During 2018, the school continued to maintain very strong ties with the wider Elliott Heads, Coral Cove and Innes Park communities. This occurred through very successful participation by school leaders and students in the local community ANZAC Day ceremony, community participation in the school’s ANZAC Day ceremony, and celebration of NAIDOC week. We maintain excellent relationships with the community through weekly Play Group, Kindy Club and participate in vital transition to High School programs.

## 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)	92%	94%	100%
• this is a good school (S2035)	92%	100%	94%
• their child likes being at this school* (S2001)	92%	100%	94%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	94%	88%
• their child is making good progress at this school* (S2004)	100%	94%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	94%	94%
• teachers at this school motivate their child to learn* (S2007)	92%	88%	94%
• teachers at this school treat students fairly* (S2008)	77%	88%	94%
• they can talk to their child's teachers about their concerns* (S2009)	92%	94%	94%
• this school works with them to support their child's learning* (S2010)	92%	94%	94%
• this school takes parents' opinions seriously* (S2011)	92%	94%	86%
• student behaviour is well managed at this school* (S2012)	77%	88%	93%
• this school looks for ways to improve* (S2013)	92%	94%	94%
• this school is well maintained* (S2014)	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	94%	66%
• they like being at their school* (S2036)	100%	100%	69%
• they feel safe at their school* (S2037)	97%	100%	93%
• their teachers motivate them to learn* (S2038)	100%	100%	83%
• their teachers expect them to do their best* (S2039)	97%	94%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	77%
• teachers treat students fairly at their school* (S2041)	95%	100%	73%
• they can talk to their teachers about their concerns* (S2042)	92%	100%	66%
• their school takes students' opinions seriously* (S2043)	94%	94%	82%
• student behaviour is well managed at their school* (S2044)	89%	100%	63%
• their school looks for ways to improve* (S2045)	97%	100%	83%
• their school is well maintained* (S2046)	97%	100%	89%
• their school gives them opportunities to do interesting things* (S2047)	97%	100%	86%

Percentage of students who agree# that:	2016	2017	2018
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\* 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%	93%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	71%	94%
• student behaviour is well managed at their school (S2074)	100%	79%	94%
• staff are well supported at their school (S2075)	100%	86%	100%
• their school takes staff opinions seriously (S2076)	100%	85%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	86%	100%
• their school gives them opportunities to do interesting things (S2079)	92%	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.

## Parent and community engagement

Parents at Elliott Heads SS are involved in every aspect of school life. Many parents are involved in classrooms assisting with learning activities such as Science, Maths, Reading and Writing. Others are involved in classroom activities, but not directly with learning activities, e.g. changing students' home readers and class readers on a regular basis. Several parents and community volunteers are involved in intervention programs with individual students and have been trained as Rotary Readers. Some parents are involved with the sporting life of the school, while others offer to assist with educational excursions. There is also a dedicated group of parents who bring their toddlers to the school each Friday morning and assist teachers to provide a play based curriculum for playgroup children as well as students in our Prep/1 class.

Parents are invited to participate in the direction of their child's learning, through the writing of individual curriculum and/or behaviour plans, in conjunction with school staff, as required.

The school also has a very active P&C, which meets monthly and provides a great deal of financial and moral support to the school, its staff and the students. Several parents also support the school through their work in a voluntary capacity in the school tuckshop. The major fundraising event for the Parents and Citizen's Association was the 'Elliott Heads Cent Sale'. The school is very grateful for the support it receives from the P&C.

In 2018 the school held a 'Colour Run' to raise funds for Spina Bifida research. The community donated funds in support of a year 1 Student and her family.

## Respectful relationships education programs

Elliott Heads offers a transition to teens program in conjunction with Kepnock State high school for all students in yards 5 and 6. We look at self-awareness, puberty, positive self-image, maintaining positive friendships, Hygiene and conflict resolution strategies. Students engage with our Indigenous education officer to develop their understandings of teamwork, sportsmanship and how to treat others with respect. Our guidance officer and Chaplain work with students at risk to develop positive communication strategies and counsel students about any issues they may be having at home. The Life Education van also visits Elliott Heads to develop awareness with students around bullying.

## 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	1	0	3
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

Staff and students work to reduce electricity and water usage by turning off lights during breaks, shutting down computers each afternoon, only using air conditioning when necessary, turning off taps when hand washing, planting water wise plants in gardens so that minimal watering is needed. The installation of solar panels is helping to decrease our electricity costs and we use our kitchen garden to educate students about the use of rainwater tanks and composting. We also run a bottle and can recycling program for the Elliott Heads community. The school actively participates as a Reef Guardian School.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	34,422	122,518	41,288
Water (kL)	654	194	330

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](http://www.myschool.edu.au) website at.

#### How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

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.

## 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	8	10	<5
Full-time equivalents	7	5	<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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	8
Diploma	
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 \$8412.75

The major professional development initiatives are as follows:

- Pre and Post Small Schools moderation
- CPR Upgrade, Anaphylaxis Training
- Effective Writing Program
- AAP – Age Appropriate Pedagogies Training

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%	96%	98%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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	92%	94%	92%
Attendance rate for Indigenous** students at this school	85%	95%	87%

\* 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

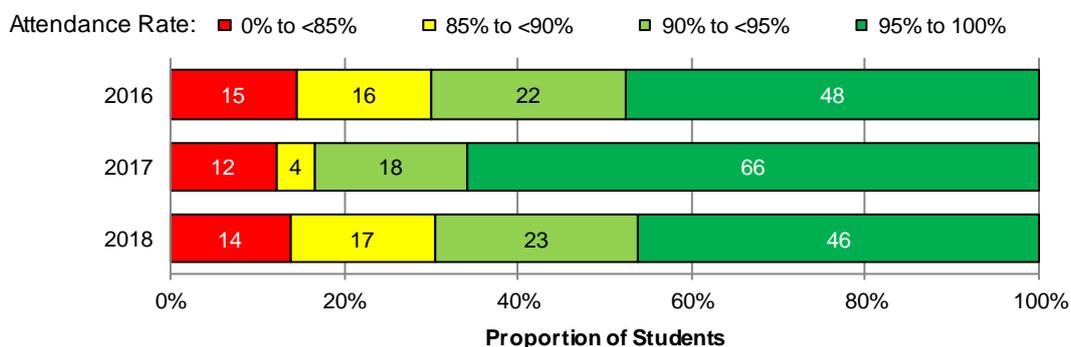
Year level	2016	2017	2018
Prep	83%	92%	94%
Year 1	90%	95%	93%
Year 2	94%	94%	90%
Year 3	95%	92%	95%
Year 4	94%	97%	89%
Year 5	95%	96%	95%
Year 6	95%	95%	92%

Notes:

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

At Elliott Heads State School, rolls are marked twice daily, in accordance with policy. Elliott Heads State School has an absentee notification phone number where parents can text or phone in a student absence. PH: 0459880948. Classroom teachers mark rolls by 9:15am each morning. Parents/Carers of students marked absent will be telephoned directly by the Administration Officer who will update the electronic roll. Rolls are also marked at 1:45pm each afternoon. Chronic cases of non-attendance would be referred for further assistance, such as to the school's Guidance Officer.

End of year awards are presented for each student with 100% attendance, as well as certificates for >96% attendance

## 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

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.