



Bargara 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

Bargara State School is dedicated to preparing our students for their future. Our motto of 'Educating Today's Youth for Tomorrow's World' is focussing us towards this important goal.

We have successfully adopted the Australian Curriculum and teachers implement a sequence of lessons to deliver the required elements. This has directly engaged the students with the new content and we have challenged them with the highest of expectations. We take opportunities to participate in programs such as instrumental music (Brass / Woodwind and Strings), dance performances / competitions. We are also a Reef Guardian and Sun Smart School.

As a school, our constant expectation is that we continue to improve our school with the sole intent of providing the best education for our students. We take a proactive approach to the NAPLAN diagnostic testing and use the information to support our students' immediate future learning.

The positive results from 2008 - 2018 have been no surprise to our school and reinforced the focussed actions which we continue to improve upon. The clear trend demonstrated over the past 10 years is that whilst our students may commence the National Testing Programs behind the National Averages in some areas, the hard work of the students, staff and parents will show that our students improve faster than the average Australian student. This now long standing trend, applies to all students regardless of their academic abilities.

This level of success was highlighted in 2016 with our school being flagged in the **'Top 3% of Australian Schools for substantially above average gain'** in the areas of Reading and Numeracy. This level of improvement is something our school and community is very proud of.

We are focussed not only on developing the academic ability of our students but also other vital attributes of successful people. Some of the key features of our non-academic programs include: the introduction and teaching of 'The Seven Habits of Highly

Effective People,' which commenced in July 2010. This program is teaching students personal and interpersonal habits which will support their decisions and actions throughout their lives.

We are a member of the 'School Wide Positive Behaviour Support' project and this has seen continual improvement in the levels of student behaviour. We expect students to display a high level of behaviour- 'OK' behaviour is not good enough for Bargara State School.

We have strong school support programs for those students who demonstrate high levels of academic ability as well as for those who find school work challenging. We have well established support strategies for all students including key staff like our Guidance Officer and School Chaplain.

STATEMENT OF PURPOSE. Our purpose is to support students to: actively demonstrate sound moral values; have a purposeful and positive attitude to learning; be confident, creative and innovative; be a proactive participant in the school community; and be an active listener and effective communicator with others.

The school culture will: support students to be the best that they can be; nurture an environment based on strong values; work as a positive member of the school community; challenge students to become strong, confident learners; and support students to seek and develop their leadership potential.

We aim to achieve this by: developing a skilled and professional staff supported by quality resources; incorporating current technologies throughout the school; providing a curriculum which reflects our learners' needs; challenging and assisting individuals to achieve their full potential; developing the leadership skills of the individual, and nurturing a supportive school community working together as a team. We are EDUCATING TODAY'S YOUTH FOR TOMORROW'S WORLD.

School progress towards its goals in 2018

Bargara State School is continually focussed on improving student learning and in 2018 we maintained our focus on supporting students in the areas of Reading and Writing.

Our key strategies were aimed towards supporting our staff to improve their own skills and understanding in these areas. This strategy sits behind the belief that a stronger and more skilled workforce will create better outcomes for our students.

Building Leadership Capacity

- We introduced a new Master Teacher into our school and focussed the support into the Prep-3 area of our school.

- We continued to analyse our student data – NAPLAN and A-E Data to inform our school direction and support avenues for staff

Building Teacher Quality

- We provided an induction processes for our new staff to ensure understanding of key reading and writing expectations of our school
- Provided support for new and existing staff with the implementation of the school phonics program
- Provided support and training for our Teacher-Aides around reading procedures, comprehension and phonograms program
- Supported teacher with continued professional development around their understanding of the Australian Curriculum and assessment
- Implemented a pre and post moderation process around student pieces of writing and applied this to our reporting phase.

Successful Learners

- Supported students through the use of the gradual release of responsibility model.
- Continued to utilise Sheena Cameron – Comprehension strategies
- Utilised our 3 way reporting processes to identify and set goals for student learning and progress.

Local Decision Making

- We continued to establish a volunteers reading program utilising members of our community to support our students and teachers
- We continued to make our focus on Reading a widely known focus of our school through a variety of methods including Parade, Newsletters
- We continued to promote reading and writing through special places such as our Book Nook.

The progress made by our Year 5 students from year 3 to 5 when compared to the Nation and Queensland State School gains was again a positive story for our students. We gained faster than the Nation and Queensland schools in Reading, Spelling and Grammar and Punctuation. Our students most significant gains were in the area of Spelling and Grammar and Punctuation.

2018 NAPLAN results continue to reinforce the outstanding results from previous years. Our year 3 reading mean has continued to climb over three consecutive years.

Future outlook

Bargara State School will continue to focus on improving student learning by continuing and enhancing our key steps achieved in 2018.

Continued focus into 2019

- With the cessation of the Master Teacher position the school will introduce a workplace reform to create a 'Head of Teaching' position to continue the support of staff and students with the teaching of reading being the main focus.
- Analysis of data sets which were shared and collated will be expanded into 2019
- Teacher aide training was undertaken in 2018 and will continue into 2019 based around identified focus areas
- Continue to highlight the key components of our reading and writing expectations and strategies such as QAR, Gradual Release of Responsibility and provision of feedback.
- Moderation for English units using a 4 step process will continue to be focus especially for English.
- Introduction of a new behaviour management system under –Positive Behaviour for Learning. This will be introduced in term 1 of 2019 and refined through the year.

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	380	423	448
Girls	174	204	211
Boys	206	219	237
Indigenous	27	30	42
Enrolment continuity (Feb. – Nov.)	92%	91%	92%

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

Bargara State School is a part of a provincial city. Students who attend our school come from a variety of backgrounds. We experienced a decrease in student enrolments from 2014 – 2015 with the move of Year 7 to High School. Student enrolments since this time have continue to increase with 2015 and 2016 experiencing a growing Prep cohort. In 2017 we continued to see significant student growth to the point that an Enrolment Management Plan was enforced. In 2018 we saw our student numbers increase to its highest ever levels reaching just over 450 students.

The continuity of students for the 2018 year indicates that 92% of the student body remained consistent through the year.

There are a number of different religions represented within the school and our Indigenous population has increased to 9% in 2018

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	22
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings provide a wide variety of learning experiences for students through curriculum programs in all Key Learning Areas.

- Bargara State School utilise the C2C materials as a base for curriculum planning
- Differentiation is applied to units to support student learning – Extension and Support
- Education support plans are in place for students with diagnosed and verified special needs
- Assessment is collected in line with assessment pieces outlined in C2C materials
- School based assessment such as reading skills / levels are administered to inform future planning
- Systemic testing is completed in line with specified guidelines
- We adopt (where appropriate) school wide approaches for consistency
- Students in Years 5 and 6 study Japanese for 1 ½ hr per week
- Over 35 iPads utilised by students throughout the school (P-6)
- Use of Microsoft tablets through the school
- Use of laptop computers through the school
- Wireless connectivity allows for students to use a variety of devices across the school.

Co-curricular activities

- Instrumental Music Program involving Woodwind, Brass/Percussion and String sections.
- Leadership program run by our Chaplain – ‘Unlimited’
- Environmental club under ‘Reef Guardian’ is active within the school
- Participation in the Kepnock SHS ACE Extension Programs
- Lunch Time Programs such as Coding club, Writing club, and ‘Creation Corner’ are run by a class teacher
- Maths Team Challenge
- A number of academic and creative competitions were made available to students throughout the year. These included Maths, English, Spelling and Writing Competitions.
- School Choir
- Interschool sporting program
- School Cross Country championships
- Bundaberg Zone Sports / Wide Bay Trials for various sports
- Student Council – supports school activities plus continued sponsorship of student in Uganda
- School Camping Program continued to provide students with a range of experiences and social development skills outside the school setting:
 - Year 3 to Mon Repos for an overnight camp
 - Year 4 to Riverside Retreat developing social skills and team work,
 - Year 5 at Barambah social skilling and environmental study,
 - Year 6 at Chaverim – Leadership camp

How information and communication technologies are used to assist learning

Bargara State School in 2018 continued to operate a single computer lab which every student has access to through timetabled lessons. Students also have access to a small pod of computers in the library as well as computers in each classroom. All computers have access to the school network and internet.

Our school also purchased additional Tablet and Desktop machines to be used by students on the wireless network. This enable students to access computers and the internet in simple and effective ways.

iPads continued to be used by students throughout the school. There are currently 35 iPads used by students through the day as well as a set of 4 iPads used by students when working with our special needs teacher.

Teachers plan for students to use computers as part of their classroom activities. In 2018 we have supported teachers with the introduction of a Technology Teacher who has the specific focus on supporting teachers with the planning for and use of ICT's and the Technology Curriculum.

Each teacher continues to utilise their laptop as part of the ‘Laptop for Teachers’ program. Teachers have continued to utilise the interactive whiteboards in each room to support the delivery of quality teaching lessons. New interactive hardboards (televisions) were purchased in 2018 to replace aging boards.

Social climate

Overview

Establishing the most productive learning environment for student learning continues to be a key goal for our school every year and we have continued to maintain our high expectations.

In Semester 2 of 2018, with the intention to lift expectations higher and introduce a refreshed student management program, we began reviewing our systems in line with the PBL program. This program was run alongside our current system in Term 4 with the intention of full introduction in 2019.

We utilise the knowledge and support of a trained teacher in the PBL program, who has presented the program at a State and International level.

We continued to respond to bullying when it occurred. Consistent and proven approaches, maintained throughout the school (and identified in the Responsible Behaviour Plan) were implemented to support all students such as:

- Application of the behaviour management steps – rewards and consequences
- Behaviour monitoring cards / programs
- Class reward programs
- Intensive support from specialist behaviour support staff
- Mentoring with other staff / students
- Natural consequences
- Buddy Class / Lunch time detention / In-school Suspension / External Suspensions

We continued to utilise our Chaplain and Guidance Officer to support students at various times and for various reasons. Our Chaplain also provided a leadership course for our year 6 students which culminated in a 21km walk from Elliott Heads to Bargara State School.

In 2018, our Indigenous Portfolio team worked with our students, parents and local indigenous community to hold a number of conversations and activities. One process culminated in a shared BBQ where actions involved simple introductions to special activities being completed by students and families.

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%	94%
• this is a good school (S2035)	100%	90%	96%
• their child likes being at this school* (S2001)	93%	97%	96%
• their child feels safe at this school* (S2002)	100%	100%	94%
• their child's learning needs are being met at this school* (S2003)	100%	83%	94%
• their child is making good progress at this school* (S2004)	100%	90%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	89%	88%
• teachers at this school motivate their child to learn* (S2007)	100%	90%	92%
• teachers at this school treat students fairly* (S2008)	100%	86%	91%
• they can talk to their child's teachers about their concerns* (S2009)	100%	90%	96%
• this school works with them to support their child's learning* (S2010)	100%	83%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	93%	85%	89%
• student behaviour is well managed at this school* (S2012)	100%	86%	81%
• this school looks for ways to improve* (S2013)	100%	100%	94%
• this school is well maintained* (S2014)	100%	97%	90%

* 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)	98%	94%	92%
• they like being at their school* (S2036)	96%	95%	85%
• they feel safe at their school* (S2037)	95%	94%	90%
• their teachers motivate them to learn* (S2038)	99%	93%	93%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	88%	90%
• teachers treat students fairly at their school* (S2041)	94%	84%	82%
• they can talk to their teachers about their concerns* (S2042)	87%	81%	77%
• their school takes students' opinions seriously* (S2043)	92%	91%	87%
• student behaviour is well managed at their school* (S2044)	90%	78%	74%
• their school looks for ways to improve* (S2045)	99%	97%	98%
• their school is well maintained* (S2046)	96%	88%	92%
• their school gives them opportunities to do interesting things* (S2047)	94%	92%	94%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	96%	94%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	100%
• they receive useful feedback about their work at their school (S2071)	90%	86%	76%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	93%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	97%
• students are treated fairly at their school (S2073)	100%	96%	85%
• student behaviour is well managed at their school (S2074)	97%	96%	79%
• staff are well supported at their school (S2075)	94%	86%	76%
• their school takes staff opinions seriously (S2076)	84%	85%	79%
• their school looks for ways to improve (S2077)	100%	96%	91%

Percentage of school staff who agree# that:	2016	2017	2018
• their school is well maintained (S2078)	94%	75%	70%
• their school gives them opportunities to do interesting things (S2079)	87%	92%	67%

* 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

Reading Volunteers.

We have identified a group of local community members who have retired in our community and through the local Lions club have established a reading support team. Volunteers from across our community come into our school on a daily basis to work with students on specific / identified programs. This volunteer group also reaches into the areas of providing a Breakfast Club and vegetable garden.

A major link that our school has with our local community is with the local ANZAC Day commemorations. In 2018

Bargara State School:

- Held our own school parade
- Each student wrote a personal message on a wooden cross that was placed in at the Dawn Service Cenotaph.
- These crosses were later removed and sent to Vignacourt (France) where they were placed on an Australian soldiers grave.
- Our Year 6 students researched a particular soldier who is known to be in the cemetery in France and the cross was laid on that particular grave.
- A Bargara SS student read their written piece to the ANZAC Dawn Service (approximately 8000) people
- Our School Choir sung the Australian and New Zealand anthems
- Had approximately 120 students attend the dawn service

Parents are invited and encouraged to be involved in their children's education. Some of the ways this has been achieved is through:

- Parent workshops
- Reading programs,
- Classroom helpers,
- Tuckshop volunteers,
- Assisting the school on camps and excursions,
- School discos,
- Athletics carnivals.
- 3 Way reporting interviews
- Report cards
- Web page
- School App

Newsletters are sent home on a weekly basis to keep parents up to date and where appropriate parent feedback sections are included.

We hold whole school parades each week which parents are encouraged to attend. We publish the class 'Student of the Week' in the newsletter on the Friday before parade to provide parents with the opportunity to plan to attend. We also hold special parades for certain occasions such as a 'School Leaders Induction.'

Parents are encouraged to attend the monthly Parents and Citizens Association meeting and support the activities which are planned through the year

Parents are also invited to be involved in our school reporting processes. In term 1 and 3 we hold a '3 way reporting' meeting which we use to establish a shared set of goals. These goals are set between the student, parent and teacher. We then send home student report cards in Term 2 and 4. Parents are also encouraged to contact their child's teacher at any time necessary.

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. We work with all students to be able to respond appropriately to situations. We encourage students to report any behaviour which makes them feel unsafe or concerned.

In 2018 Bargara State School joined with other local schools in a successful submission to employ an additional support person to work with students in our school who had experienced significant trauma.

We continued to reinforce important safety messages, such as those learnt through the 'Day for Daniel' education program. All staff receive the necessary Department training to ensure they are able to act in accordance to expectations should they become aware of any student protection concerns.

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	4	7	9
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

Bargara State School is a Reef Guardian School. The students in selected grades have had the opportunity to participate in a number of 'Reef Guardian' activities aimed at increasing awareness issues such as plastic waste and water conservation.

We have also maintained a number of small vegetable garden plots which utilise a water saving method designed to reduce the loss of water and decrease disease.

Electricity usage has returned to a more normal reading in the 2017-2018 year.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	83,656	277,777	76,830
Water (kL)	614	611	

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.

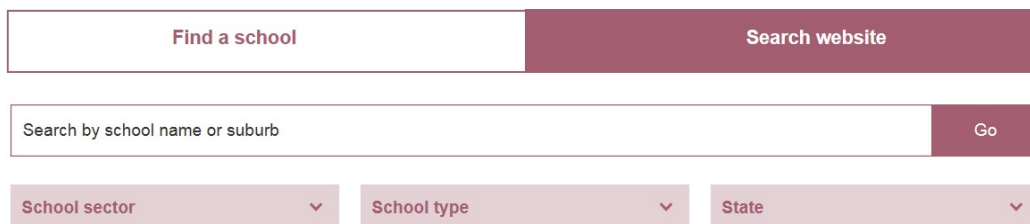
School funding

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.



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	31	22	<5
Full-time equivalents	27	13	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	1	
Graduate Diploma etc.*	5	
Bachelor degree	22	
Diploma	3	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were:

- Money for registrations and release - \$17504
- Purchasing Teacher Relief - \$39340
- Master Teacher purchase 0.6 FTE - \$69783
- Additional time being devoted to Professional Development through regular staff meetings.

The major professional development initiatives are as follows:

- Improvement in Literacy and Numeracy Performance
 - Master Teacher role. Readjusted for new Master Teacher of .6FTE
 - Released P-3 teachers as part of Professional Learning Teams (PLT) to work with Master Teacher
 - Teacher release to allow planning / moderation opportunities with support staff
 - Continued introduction and support of the Phonograms program
 - Engaged Teacher-aides in the same development programs and teachers
- Australian Curriculum implementation in 2018 moving towards implementation in 2020.
 - Pre moderation / Post moderation of C2C units
 - Use of C2C units of work

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%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% 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%	92%	93%
Attendance rate for Indigenous** students at this school	90%	89%	92%

* 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

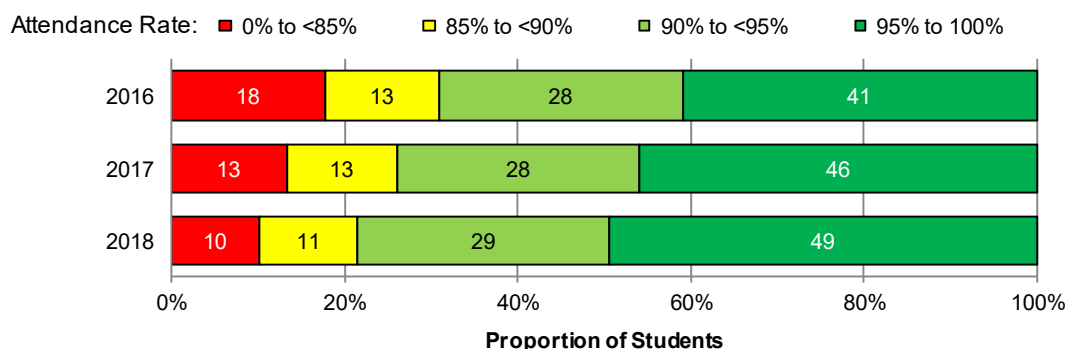
Year level	2016	2017	2018
Prep	93%	91%	94%
Year 1	91%	92%	94%
Year 2	91%	93%	94%
Year 3	92%	90%	93%
Year 4	94%	93%	94%
Year 5	92%	93%	93%
Year 6	91%	90%	93%

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.

To proactively encourage students to attend school, Bargara State School created an Attendance Portfolio. The teacher in charge of this portfolio met with teachers and introduced a '100% Star' program to acknowledge and reward those classes with 100% attendance and also introduced an award on parade for the class with the highest attendance for the week.

Each class teacher marks their roll twice daily. Typically the roll is marked at the beginning of the school day and as students return from second lunch. This information is recorded directly onto the 'One-School' roll. Office staff check for inconsistencies. Students who arrive late to school are required to get a late slip from the school office. A SMS is sent to each family if a child is away and the school has not been notified.

When students have been away for 3 days without a parental explanation then the office staff are notified and the families are contacted by phone. Should parents / guardians be unable to provide an excuse for their absence and continued absences occur, then formal absentee letters are sent. The process allows for the school to support the families in getting their children to school each day.

Students who are going to be away from school for more than 10 days are required to make a request for exemption from compulsory schooling.

We promote the importance of attending school every day through discussion on parade, articles in the newsletter and messages on the noticeboard and road sign.

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
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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.