Eatons Hill 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

Eatons Hill State School has grown to approximately 1120 students and 45 classes since opening in 1998 as a co-educational school on the northern outskirts of Brisbane. Our vision is to build a community of life-long learners committed to academic achievement, personal development and citizenship. The development of the Eatons Hill State School vision occurs through our daily classroom teaching program and a school culture that emphasises: Sport, The Arts, Information and Communication Technology and Global Citizenship.

The core curriculum embraces English, Mathematics, History, Science, the Arts, Physical Education/Health, and Languages (Japanese). The curriculum is scaffolded with early intervention strategies, learning support, special needs support, multi-age teaching and a core virtues program. Interschool sport, instrumental music, and religious education augment the curriculum. Classroom teaching programs are balanced, relevant, engaging and dynamic with an emphasis on numeracy and literacy development. Each classroom is equipped with an interactive whiteboard and computer technology. Volunteer parent involvement is high and the Parents and Citizens Association is very active.

School Vision

A community of life-long LEARNERS committed to academic achievement, personal development and citizenship.

The achievement of Eatons Hill State School vision occurs through our daily classroom teaching program and a school culture that emphasizes:

- Sport
- The Arts
- ICT
- Global Citizenship

School progress towards its goals in 2018

Our 2018 Explicit Improvement Agenda was outlined in the table below. In 2018 Eatons Hill State School had the sole priority of "Activating Students in the Formative Assessment and Feedback Process". This was implemented across four curriculum areas: Reading Comprehension, Writing Criteria, Mathematical Mental Computation and Scientific Inquiry.

Professional Learning

"Triad" Discussions
(Fortnightly each term)

Teacher Learning Community discussions

Sharing current teaching practices within the school and with local schools

Authentic and Aligned Annual Performance Development Plans

Professional Development Days
(Jan 17, 18 and 19, April 16, Oct 22)

Workshop and conference opportunities through the year

2018 School Priority

Activating Students in the Formative Assessment and Feedback process

Initiatives

University of Qld- Writing Research (Yr 4)

Age Appropriate Pedagogy

Building a "Reading Culture"

Innovation Grants

* Prep interactive play

* Drones and 3D printing

* Robotics

Facilities: Sports Hall Alcoves, Stage flooring, STEM

iPads: BYOD Yr2 and above

School iPad resources directed to non-BYOD classrooms

School vision, values and LEARNER qualities

The improvement agenda was delivered through a sustained professional development program for teachers that emphasised the adult learning principles of:

1. Flexibility to cater for the learning needs and experience of participants

2. Opportunities for sustained reflection and collaborative discussion through the year

3. A focus on real world problem solving and action research to encourage the transferal of learning to daily teaching practice.

Operationally, the school successfully implemented a number of initiatives, many in partnership with the P&C.

University of Queensland Writing Research	Annual Goals Achieved and Project Continuing
Age Appropriate Pedagogy	Annual Goals Achieved and Project Continuing
Building a Reading Culture	Annual Goals Achieved and Project Continuing
Innovation Grants	Annual Goals Achieved and Project Continuing
Facilities Upgrades	Annual Goals Achieved (Dance Studio and Japanese Room)
	STEM Project Continuing into 2019
iPads in all classes across the school	All Year 2 and 3 class operated as BYOD for the first time
School Vision and Values	Vision statement was renewed through consultation

The "Nicole Galea Dance Studio" at Eatons Hill State School

Future outlook

2019 Explicit Improvement Agenda

Priority	Strategies and Resources	Success Criteria

Increase student achievement levels in **Mathematics through problem solving**	• Maths lessons follow Explicit Teaching format
	• Problem solving strategies explicitly taught and practised through group work and independent activities
	• Activate students in Formative Assessment practices in Mathematics including: Ability to discuss lesson intent and success criteria, individual Learning Goals, and improvement criteria
	• HOC mentoring and coaching using Reflective Practice Rubric
	• TLC agenda specifically focused on collegial discussions about Formative Assessment in Mathematics
		• Strategies evident in <u>all classrooms</u> that students know:
		   ○ What they are expected to learn in Maths each week,
		   ○ How well they already know this and
		   ○ What they personally need to learn next.
		• Mathematic A-C results to be above 80%
		• Mathematic A/B results to be above 40%
		• NAPLAN Numeracy results are above National Standard and at 'Like School' standard
		• Numeracy progress rate is at or above the National level.

Increase the percentage of students **reading above top 20% and U2B** benchmarks.	• Guided Reading practice to be focus of Triad sessions, including class visits and precise teaching feedback based on observations • Collegial conversation to focus on learning needs of capability groups, quality text selection • STLAN time double school allocation to support class teaching program • Before school reading programs support identified students • Collegial conversations regarding individual student reading progress conducted each term.	• Year level average achievement levels meet agreed targets at milestones during the year. • School based Upper and Lower 20% Reading targets are surpassed in all year levels in both semesters. • NAPLAN Reading NMS to be at 100% • NAPLAN Reading U2B to be above 60% (Yr 3) and 50% (Yr 5)
Increase consistency and confidence in School **Behaviour Management** Standards	• School Expectation Program explicitly taught at the beginning of the year • Staff training to provide consistency of expectations for playground behaviour • All classrooms to display common behaviour chart that outline consistent practice to be followed	• Parent satisfaction with Behaviour Management Systems above 90% • Teaching and Non-Teaching satisfaction with Behaviour Management Systems above 90% • Student satisfaction with Behaviour Management Systems above 90% • Attendance above 95% • Less than 5% of students identified as attending less than 85%

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	1088	1104	1095
Girls	559	552	541
Boys	529	552	554
Indigenous	20	20	29
Enrolment continuity (Feb. – Nov.)	97%	97%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.

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

3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The Eatons Hill State School student body is characterised by a full range of socio-economic backgrounds with a number of families having long-term ties to the community. The school is located in outer urban North West Brisbane in the established suburb of Eatons Hill.

The student body includes small minorities of students with English as a second language and/or an indigenous background. Approximately 10% of our students come from defence force families. Our Special Educational program operates a fully inclusive model and caters for a range of students with diverse needs.

Parents have high expectations of student learning and behaviour at the school and are engaged in their children's learning and events at the school. Continuity of student enrolment from year to year is high.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	23
Year 4 – Year 6	28	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our approach to curriculum delivery

- Curriculum programs in learning areas of English, Mathematics, Science, HASS, Arts and Technology.
- Specialist programs for Japanese, HPE, Music and Dance.
- Early Intervention strategies
- Before School Reading Programs for Prep – Year 3.
- Support Services provided by Inclusion Team – Literacy and Numeracy, Special Education Services
- Inclusive practices including a differentiated teaching and learning model
- Early Years Transition Program and Network with pre –Prep providers
- Gifted and talented program including targeted maths extension, ICAS Competitions, Maths Team Challenge
- EEEP – Eatons Excellence and Enrichment Program in areas including: Digital Technologies, STEM, Rugby League, Choral, Dance, Drama and Football (Soccer).
- Specialist curriculum activities including: interschool sport, sports coaching clinics, Volleyball cup competition, Instrumental music program and performances, Hills Coalition activities for Student Leadership Program, Student camping/excursion programs, Student leadership program, Student Council, Out-of- School-Hours Care, Religious Instruction program, Sexuality program, Social-skilling programs, Cybersafety training, Secondary transition program.

Co-curricular activities

- Student Council
- Student Leadership Program
- School Music Concerts & Public Performances
- Cluster Schools Music Camps
- Specialist Coaching in Dance, Drama and Sport
- Library Assistants Program
- Dance Extension Program (including Brisbane Dance Eisteddfod and Qld Ballet Excursion)
- 3 Choirs – Lollipops, Minors and Majors
- Uke club
- Instrumental Music – Strings, Woodwind, Brass and Percussion
- Interschool Sports and Swimming, Athletics and Cross Country Competitions
- Sports Clinics- Golf Extension Program
- Opportunities for service to the community through charitable activities
- Base Club
- Student Banking
- Dance Excellence Program
- Netball Excellence Program
- AFL Excellence Program

How information and communication technologies are used to assist learning

Information communication technologies has a pivotal role in students learning at Eatons Hill State School. Staff have access to a range of ICT resources to support effective teaching and learning. We have continued to build our ICT resources by expanding our BYO iPad Program and providing tailored Professional Development for the individualised ICT learning needs of our teachers.

Eatons Hill State School has invested in digital literacies through equipping teachers with a wide variety of digital literacy resources including laptops, iPads, interactive whiteboards, large screen interactive TVs in every classroom, Apple TVs, drones, robotics, 3D printers, digital cameras and 100% wireless access to all classrooms. In order to support teachers' effective use of digital resources, targeted investment has occurred in the area of support including funding a fulltime IT technician and a part-time IT teacher aide.

Information and Communication Technologies (ICTs) are integrated meaningfully across units of work in all year levels and form an integral part of learning in each curriculum learning area. ICTs are used as tools for learning that best facilitate student's development of knowledge and skills necessary for the 21st century workforce, including digital-age literacy, innovative and creative thinking, effective communication and high productivity. Teachers utilise devices and software so that students can access learning and demonstrate what they know and can do. Online programs such as Study Ladder, Spelling City and Educational Apps allow students to access personalised learning whilst enabling effective & timely feedback to ensure every student achieves success at their individual level.

In 2018, the Eatons Hill State School BYOD program expanded to all classes becoming iPad classes, across Years 2-6. iPads have been used as teaching and learning tools that successfully enhance learning, motivation and engagement of students. The BYO iPad classes have also strengthened links between home and school, giving parents the opportunity to see, every day, what their child is learning at school. ICT at Eatons Hill State School has played a crucial role in developing the school wide pedagogical practice of utilising formative assessment and feedback to support student outcomes.

Social climate

Overview

- School relationships underpinned by key virtues and a Responsible Behaviour Plan
- Differentiated approach to teaching and learning
- A full school uniform policy
- Student buddy program
- Student Leadership Program
- Volunteer / Parent Helper Program
- Trained Learning Support Staff and specialists
- High level of community involvement and support
- Publicly acclaimed Ceremonies and Events
- A strong relationship with the Australian Defence Forces
- A very active Parents and Citizens association
- Well maintained facilities and stimulating learning environments
- Dedicated and purpose built dance studio and Japanese classroom.
- A relationship with Midori City, Japan, who send students to our school each year
- International Tour to Japan for Year 5 and 6 students

The social climate at Eatons Hill SS is vibrant and engaging. The school values inclusivity and supports the full range of individual student needs. The school is vigilant in ensuring a safe, supportive and disciplined learning environment is maintained at all times whilst articulating high expectations from students and staff alike. 97% of parents identified through the annual school opinion survey that their chid feels safe at school and likes being at our school and 96% of parents believe this is a good school. 100% of the teaching staff agreed that students are encouraged to do their best at 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)	97%	97%	96%
• this is a good school (S2035)	97%	98%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child likes being at this school* (S2001)	96%	98%	97%
• their child feels safe at this school* (S2002)	97%	97%	97%
• their child's learning needs are being met at this school* (S2003)	96%	98%	94%
• their child is making good progress at this school* (S2004)	97%	97%	93%
• teachers at this school expect their child to do his or her best* (S2005)	100%	99%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	92%	92%
• teachers at this school motivate their child to learn* (S2007)	95%	97%	94%
• teachers at this school treat students fairly* (S2008)	96%	91%	90%
• they can talk to their child's teachers about their concerns* (S2009)	98%	97%	93%
• this school works with them to support their child's learning* (S2010)	94%	96%	93%
• this school takes parents' opinions seriously* (S2011)	93%	89%	87%
• student behaviour is well managed at this school* (S2012)	92%	84%	86%
• this school looks for ways to improve* (S2013)	97%	92%	94%
• this school is well maintained* (S2014)	99%	98%	96%

* 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%	99%	96%
• they like being at their school* (S2036)	96%	95%	98%
• they feel safe at their school* (S2037)	97%	95%	97%
• their teachers motivate them to learn* (S2038)	97%	99%	97%
• their teachers expect them to do their best* (S2039)	98%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	96%
• teachers treat students fairly at their school* (S2041)	93%	95%	96%
• they can talk to their teachers about their concerns* (S2042)	92%	95%	92%
• their school takes students' opinions seriously* (S2043)	89%	93%	93%
• student behaviour is well managed at their school* (S2044)	88%	91%	91%
• their school looks for ways to improve* (S2045)	99%	99%	97%
• their school is well maintained* (S2046)	96%	98%	98%
• their school gives them opportunities to do interesting things* (S2047)	98%	98%	92%

* 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%	95%	98%
• they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
• they receive useful feedback about their work at their school (S2071)	93%	86%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	91%	90%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	91%	90%	74%
• staff are well supported at their school (S2075)	93%	86%	88%
• their school takes staff opinions seriously (S2076)	93%	90%	88%
• their school looks for ways to improve (S2077)	100%	95%	95%
• their school is well maintained (S2078)	96%	98%	100%
• their school gives them opportunities to do interesting things (S2079)	91%	90%	95%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parent/community involvement was evidenced by:
- An extensive classroom volunteer / parent helper program.
- Gatherings and Assemblies.
- Activities such as a School Carnival, Performing Arts gala day, school music concerts, sports days and fundraising events.
- P&C-run tuckshop, uniform shop, OSH Care and Performing Arts Supporters Group.
- School P&C functions.
- Working bees conducted by the Eatons Hill Presbyterian Church
- The Japanese student exchange program.
- Student Council programs.
- Class culminating/celebratory curriculum activities that are highly valued by staff and the community.
- Supervision of Camps and Excursions.
- Sustainability projects involving other external agencies.
- Policy and strategic development involving committees and consultative groups/teams.
- Comprehensive school website and school intranet capacity.
- Blogs for classes and special events.
- Community Education programs.

The P&C met on a monthly basis through the year with generally 15 to 20 parents in attendance. The School Council met 4 times during the year and provided school governance under the model outlined for Independent Public Schools. Parent representative include the P&C President and two elected members.

A significant initiative in 2018 was the community consultation regarding the establishment of a Chaplaincy Program at the school. Over a third of families chose to participate in an online survey with approximately two-thirds of respondents supporting the concept. The establishment of the program was successfully achieved at the end of the year, coordinated by a dedicated committee that reported to the P&C.

Respectful relationships education programs

The school has developed and implemented a program focused on appropriate, respectful and healthy relationships. Central to this is the Eatons Excellence behavior scheme whereby positive behavior is celebrated across all sectors of the school. Underpinning this initiative is the school responsible behavior policy. The school has also initiated the world-renowned Rock and Water program, which provides a pathway to self-awareness and increased self-confidence and social functioning. The school has also began to utilize the Queensland Police running sessions on social media and cyber safety for both students and parents.

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	40	13	26
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

As part of our approach, solar panels have been installed to feed into our electricity input, water tanks are a feature throughout the school and a significant water recycling program feeds our ovals and gardens. In addition to our recycled water irrigation system, the school has installed an automated sprinkler system. The system includes a rain sensor that has a variable level control and will stop our programmed irrigation in the event of rain. Irrigation will re-commence when the pre-programmed level has been reached. This feature has significantly reduced our water consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	282,267	301,881	307,433
Water (kL)	9,600	9,824	7,372

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.
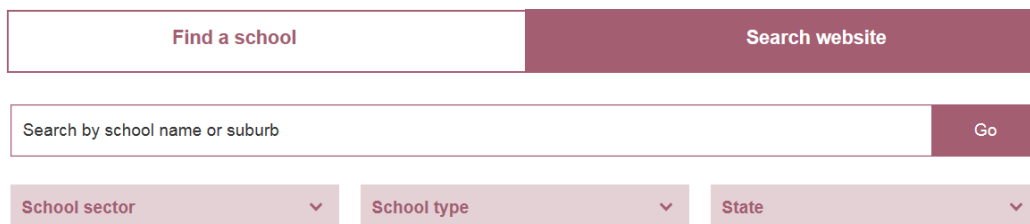
School funding

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	77	41	<5
Full-time equivalents	66	24	<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	12
Graduate Diploma etc.*	7
Bachelor degree	53
Diploma	5
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $40818.

The major professional development initiatives are as follows:

Triad Collegial Conferencing

- Fortnightly each term.

- Conferencing lead by Deputy Principals.

- Four focus areas of improvements in Reading Comprehension, Writing Criteria, Mental Computation and Inquiry Science

Embedding Formative Assessment

- Sector specific Teaching Learning Community Sessions (3 per term). Two-year professional development program by Siobhan Leahy and Dylan William.

- Consolidation of Learning Intentions and Success Criteria pedagogy

- Professional reading circles and development of classroom action plans.

- In-school classroom visits and sharing of formative assessment techniques.

- Development of formative assessment artefacts and resources

Effective Learning and Teaching

- Year 4 Writing Research Project- Researchers from the University of Queensland coaching Year 4 teachers in effective feedback practices.

- TLN School Membership and staff voluntary attendance at a variety of after school workshops.

Leadership Development and Learning

- Leadership Aspirant Course funding and support

Digital Technologies

- iMentor program developing staff competence in iPad instruction
- Course and workshop attendance
- Whole staff and small group sessions
- Use of OneNote for curriculum resources and collaborative planning
- Watching Others 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.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

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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	93%	96%	93%

* 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%	95%	95%
Year 1	94%	93%	95%
Year 2	95%	94%	95%
Year 3	95%	95%	94%
Year 4	95%	95%	94%
Year 5	96%	95%	95%
Year 6	93%	96%	95%

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
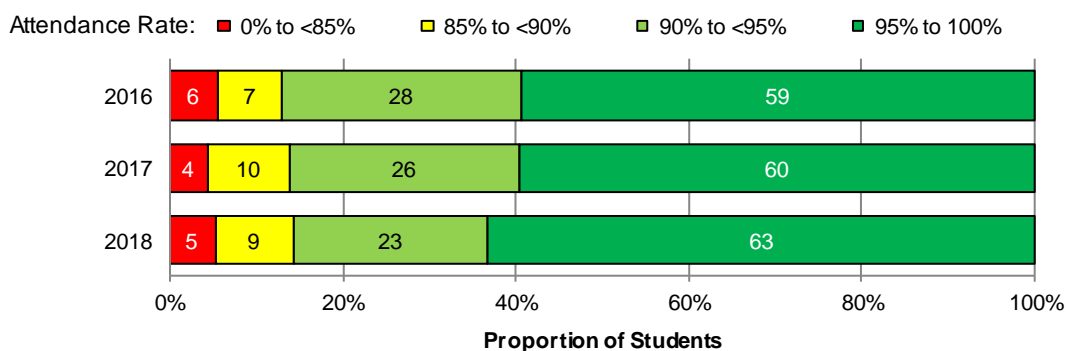
Description of how this school manages non-attendance

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.

HUGH

- The OneSchool system is used to analyse cumulative information on student attendance. Individual students whose non-attendance patterns slip to less than 85% are tracked and followed up formally with parents. Support strategies are implemented to improve student attendance.

- The school celebrates individual classes reaching our 95% attendance targets and are recognised on Gathering each semester. Information is shared with parents through the school newsletter detailing the adverse effects of poor attendance on student's outcomes.

- At Eatons Hill SS, student attendance rolls are marked twice daily by classroom teachers. All student absences are followed up by the classroom teachers and parent explanations are recorded. Cumulative records of student attendance and absence are recorded by the school and formally reported on to parents via student report cards each semester. In some cases, absences are referred to the administration team for follow up and necessary reporting to relevant authorities.

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.