



Wondai 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

Wondai State School is a rural school from Prep to Year 9. Our community is focused on our beliefs which are known widely as "YES!" That is, You can do it, Expect Success and School is Cool. These three core beliefs are being reinvigorated and are an important aspect of our positive learning culture. In this way, our vision of "We Build Futures" is achievable. As a Positive Behaviour for Learning school, we proactively work to identify any blockers to student learning that may be related to social, emotional or academic learning needs. Partnerships have been formed with a number of agencies to support the school's work with individuals and families to help with self-belief and achieving potential. Twice the school has won the Schools' First Impact award for positive community partnerships. Similarly, the school's annual "YES Factor" provides an excellent venue for students from Prep through to Year 9 to show case their creative talents. Every student at Wondai State School has personalised learning goals with Reading and more specifically, The Teaching of Reading" being our Sharp and Narrow Focus.

SCHOOL PROGRESS TOWARDS ITS GOALS IN 2018

Improvement priority: Every Child Improving In Reading

100% of students engaged in jolly phonics and/or spelling mastery and/or levelled literacy intervention

This target was achieved and it should be noted that these are targeted programs used by the school and implemented using the whole school pedagogical approach.

100% of students undertake 5 weekly reading tests using F&P

Achieved – the data gathered from the reading testing was used for both case management of individual or marker students as well as developing the next steps of learning for the children.

100% of students placed in ability level groups according to LI and SC every 5 weeks

Achieved – This ensured the targeted reading actions for each group specifically matched the learning needs of the students in those groups.

100% of classroom teaching staff will provide a student for case management meetings

Achieved – The Case Management meetings allowed participating staff to provide possible solutions/ideas to the teacher who presented the marker student. The teacher then selected one strategy and implemented that strategy. Progress was reviewed within three weeks.

100% of teachers to be involved in follow-up conversation with principal

Achieved – verbal feedback was provided to principal regarding the progress/outcomes of the marker student used in the Case Management.

100% targeted classes receive intensive intervention for individual students and small groups on a daily basis.

Achieved – specialist student support staff engaged to support both individual students and small groups of students to focus on improved reading outcomes.

100% of preps tested to meet early start data collection timelines

Achieved – ensured the Prep teacher was aware of any learning blockers for individual students.

Improvement Priority: Programs to Support Reading Focus

100% prep students engaged in differentiated oral language program

100% preps exposed to school implemented oral language program

Achieved – data indicated that previous years Prep students had significant Oral language delays and all felt that a detailed and specific program would be beneficial to all.

100% of parents/caregivers receive updated report cards with reading focus

Achieved – reading and the teaching of reading clearly outlined as the Sharp and Narrow focus for the school.

100% of parents/caregivers who attend parent/teacher interviews receive information about their child or children using the parent-teacher dialogue protocols

Achieved – teachers and staff developed a parent/teacher reporting protocol to use during interviews to ensure Mentor engages with 100% of Indigenous families on a weekly basis

Achieved – Indigenous Liaison Officer worked the school grounds to ensure he made contact with every Indigenous family member and if necessary their parents.

100% of students participating in LLI (Levelled Literacy Intervention) working within a group specifically targeted to their individual ability level All LLI (Levelled Literacy Intervention) lessons undertaken in the designated/allocated timeframe (daily)

Achieved – LLI reading blocks designed and delivered as targeted intervention based on student data.

Future outlook



Wondai P-9 State School

Annual Implementation Plan 2019

School Improvement Priorities 2019

Improvement priority – “Every Child Improving In Reading”

Strategy: Implementation of Whole School Reading Blocks			
Actions	Targets	Timelines	Responsible Officer/s
The implementation of dedicated non-negotiable Whole School Reading blocks utilising teachers, teacher-aides, and administration staff	100% of students engaged in dedicated reading blocks	STARTING WEEK-1 TERM-1 ONGOING	Leadership Team
Weekly meetings (Early Years / Middle Years / Senior Years) to ensure the dedicated reading blocks across the school clearly reflect “The Big-6” reading strategies for every dedicated session	100% of teaching and leadership staff involved in reading meetings	STARTING WEEK-1 TERM-1 ONGOING	Leadership Team Teaching Staff
Strategy: Explicit use of Individual Student Reading Data			
Actions	Targets	Timelines	Responsible Officer/s
Collection and analyses of individual student reading data at a minimum of five week junctures using Fountas and Pinnell and results displayed on Whole School Reading Data Wall	100% of students tracked, monitored and levelled in reading	STARTING WEEK-1 TERM-1 ONGOING	Leadership Team Teaching Staff Teacher-Aides
Weekly meetings (Early Years / Middle Years / Senior Years) staff to discuss and review individual and year level reading data to develop and implement the planning requirements for the next phase of teaching (based on Reading Literacy Continuum / Australian Curriculum)	100% of staff involved in weekly meetings to develop next phase of learning based on data	STARTING WEEK-1 TERM-1 ONGOING	Leadership Team Teaching Staff
Weekly reading planning reflects the next steps individual students need to master to enable them to move to the next reading level or towards achieving the elements required to reach the next reading level (Independent Level)	100% of teachers have planning that is based on current data and shows a clear path forward for next phase of student learning	STARTING WEEK-4 TERM-1 ONGOING	Leadership Team Teaching Staff

Individual student reading data (independent level) collected (using Fountas and Pinnell every fifth week of the term) and tracked against Regional Benchmarks to ensure every student is making progress to ensure at least one year's growth for one year's learning in reading	100% of students levelled and making positive progress in reading	STARTING WEEK-5 TERM-1 ONGOING	Leadership Team Teaching Staff
Every teacher involved in ongoing case management meetings (Early Years / Middle Years / Senior Years) to analyse a specific problem of an individual student or marker student and provide solutions – one of which will be selected by the group to be implemented and reviewed for impact in the weekly meetings	100% of staff engaged in reading case management meetings	STARTING WEEK-5 TERM-1 ONGOING	Leadership Team Teaching Staff

Improvement priority - "Every Child Improving In Writing"

Strategy: Implementation of Whole School Writing Blocks			
Actions	Targets	Timelines	Responsible Officer/s
The implementation of dedicated non-negotiable Whole School Writing blocks utilising teachers and teacher-aides – following current school writing strategies	100% of students engaged in dedicated writing blocks	STARTING WEEK-1 TERM-1 ONGOING	Leadership Team
Weekly meetings (Early Years / Middle Years / Senior Years) to ensure the dedicated writing blocks across the school clearly reflect school aligned writing strategies for every session (planning)	100% of teaching and leadership staff involved in writing meetings	STARTING TERM-1 ONGOING	Leadership Team Teaching Staff
Every staff member involved in whole school decision making and professional development around the teaching of writing and the subsequent agreed upon strategies and whole school pedagogies with external support from PATL – Jen Ballin	100% of teaching and leadership team involved in decision making and professional development	STARTING TERM-1 ONGOING	Leadership Team Teaching Staff
Review, development and implementation of a whole school writing program aligned to the Australian Curriculum with clear and concise implementation strategies and pedagogy (Gradual Release of Responsibility)	100% of teaching and leadership team involved in decision making and professional development	STARTING TERM-1 ONGOING	Leadership Team Teaching Staff
Strategy: Explicit use of Individual Student Writing Data			
Actions	Targets	Timelines	Responsible Officer/s
Collection and analyses of individual student writing data at the fifth week juncture of each term and results displayed on Whole School Writing Data Wall and used to inform next phase of teacher planning	100% of students tracked, monitored and levelled in Writing	STARTING TERM-1 ONGOING	Leadership Team Teaching Staff Teacher-Aides
Weekly meetings (Early Years / Middle Years / Senior Years) staff to discuss and review individual and year level writing data to develop and implement the planning	100% of staff involved in	STARTING TERM-1 ONGOING	Leadership Team Teaching Staff

requirements for the next phase of teaching (based on Australian Curriculum)	weekly meetings to develop next phase of learning based on data		
Weekly writing planning reflects the next steps individual students need to master to enable them to move to the next writing level or towards achieving the elements required to become an independent writer and have the ability to apply that knowledge across all KLA's	100% of teachers have planning that is based on current data and shows a clear path forward for next phase of student learning	STARTING TERM-1 ONGOING	Leadership Team Teaching Staff

Improvement priority – “Quality Implementation of the Australian Curriculum”

Strategy: Ensure all planning, implementation, assessment and reporting of all Key Learning Areas has a direct link to the Australian Curriculum Documents

Actions	Targets	Timelines	Responsible Officer/s
Ensure (through regular meetings) that all Leadership Team Members and Teaching Staff are aware of and have a sound knowledge and understanding of P-12 curriculum, assessment and reporting framework.	100% teaching and leadership staff	ALL YEAR	Leadership Team Teaching Staff
Individual teacher planning documents show a clear a direct link to the Australian Curriculum in all Key Learning Areas	100% teaching staff	WEEK-5 / ENTIRE YEAR	Leadership team
Learning Intentions and Success Criteria for all Key Learning Areas are present in every classroom and show a direct link to the Australian Curriculum requirements of that KLA and Year Level	100% classrooms have Learning Intentions and Success Criteria Displayed	STARTING WEEK-5 TERM-1 ONGOING	Leadership Team Teaching Staff

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Principal



P and C / School Council



Assistant Regional Director

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 9

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	173	178	162
Girls	81	86	68
Boys	92	92	94
Indigenous	41	39	36
Enrolment continuity (Feb. – Nov.)	81%	92%	81%

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 socio-economic demographic of our current student population is continually changing and is a direct reflection on the changing demographics of the entire community. Our school continues to see an over-proportionate number of children in care, students with targeted needs and families in need of external agency support. This provides unique challenges to our school staff to ensure we are providing the best possible social, emotional and academic support and programs for every one of our children.

School ICSEA value = 885 (decrease in 2017 value)

School ICSEA percentile = 8

Average School ICSEA value = 1000

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	15	18	16
Year 4 – Year 6	18	11	20
Year 7 – Year 10	25	19	16
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

Reading and specifically the teaching of reading continues to be our sharp and narrow focus.

Our approach to curriculum delivery is based around explicit instruction using the pillars of “I Do – We Do – You Do”.

We also incorporate the concept of Gradual Release of Responsibility “Guided, Modelled, Shared and Application into our teaching practices.

The school follows the Australian Curriculum for all Key Learning Area content, assessment and reporting requirements.

A number of Learning Support staff work specifically with targeted/identified students both within and external to the classroom setting.

In 2017, the school provided an alternative education program and setting for a small number of students who for various reasons were struggling to settle in mainstream classes. The main purpose of this program was to build on student confidence to ensure all students were able to be transitioned back to mainstream education settings.

Co-curricular activities

- Additional sports training is offered for a wide and varied number of sports. Our school has an excellent history of student representation in both district and regional levels across a wide range of sports.
- The school continues to offer instrumental music as an elective and this is always appreciated by the small but enthusiastic number of students.
- The school regularly participates in community events such as ANZAC Day, The Local Show and many other community events.
- Every Friday, our senior students are involved in our EGNITE program that focuses on the key areas of traditional manual arts, traditional home economics, robotics, music and sport.
- The students are involved annually in the Cluster Winter and Summer sports carnivals as well as attending the local TAFE careers day.

How information and communication technologies are used to assist learning

At Wondai SS, every classroom has ICT’s embedded into their daily curriculum activities. The use of interactive white boards throughout the entire school offers teachers and students the opportunity to explore different pedagogical approaches to learning within the classroom setting. The school has a large number of Ipads which are able to be used by students within and beyond the classroom. Fibre optic upgrades have ensured internet speed is keeping up with student needs and capacity. This will also give us the opportunity to undertake NAPLAN online in 2019. The integration of robotics into a number of curriculum learning areas has ensured that our students see technology as a tool for learning and not a gimmick.

Social climate

Overview

Wondai State School has a diverse clientele that has been continually changing over the past years towards a more transient and socio-economically disadvantaged population. The transient population is quite often at the lower two quartiles and at times, some children, parents/caregivers require additional support from the school and other external agencies. The school Responsible Behaviour Plan clearly articulates all policies and processes implemented to ensure a safe, supportive and inclusive learning environment that has no tolerance for bullying (physical, verbal, emotional or cyber).

The school supports inclusive education and diversity as seen by the development and implementation of our alternative education program. Staff work closely with the School Chaplain to ensure the needs of every student are considered and attended to (academic, social, emotional or physical). Our relationships with external agencies such as Department of

Child Safety, Bridges, Family and Child Connect, CTC and Partners ensures a rounded agency approach to working with and supporting families in need.

With the advent of the school facebook page, parents, carers and community members are well informed of school events and actively encouraged to participate in any or all activities and presentations. This is an area that is continually developing as we work towards building greater school-community partnerships.

In the four outlined areas of the Parent Opinion Survey (highlighted yellow below), three show a level of satisfaction above 90% and one at 80%. Whilst we are proud of these results, we continually strive to achieve 100% satisfaction in all areas.

In the four outlined areas of the Student Opinion Survey (highlighted green below), the results appear to contradict each other. On average, 94% of the students stated they like being at the school and feel safe at the school, however, 54% felt that behaviour was well managed at the school. This is definitely an area that needs further investigation for clarification.

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)	80%	69%	82%
• this is a good school (S2035)	80%	77%	91%
• their child likes being at this school* (S2001)	87%	85%	91%
• their child feels safe at this school* (S2002)	73%	85%	91%
• their child's learning needs are being met at this school* (S2003)	87%	77%	91%
• their child is making good progress at this school* (S2004)	87%	69%	82%
• teachers at this school expect their child to do his or her best* (S2005)	87%	77%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	77%	90%
• teachers at this school motivate their child to learn* (S2007)	80%	77%	90%
• teachers at this school treat students fairly* (S2008)	87%	85%	91%
• they can talk to their child's teachers about their concerns* (S2009)	87%	85%	100%
• this school works with them to support their child's learning* (S2010)	80%	62%	80%
• this school takes parents' opinions seriously* (S2011)	71%	67%	88%
• student behaviour is well managed at this school* (S2012)	80%	75%	80%
• this school looks for ways to improve* (S2013)	80%	75%	90%
• this school is well maintained* (S2014)	100%	92%	91%

* 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)	91%	87%	85%
• they like being at their school* (S2036)	85%	89%	95%
• they feel safe at their school* (S2037)	87%	90%	93%
• their teachers motivate them to learn* (S2038)	96%	94%	98%
• their teachers expect them to do their best* (S2039)	98%	99%	100%

Percentage of students who agree [#] that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	92%	94%	95%
• teachers treat students fairly at their school* (S2041)	77%	83%	77%
• they can talk to their teachers about their concerns* (S2042)	91%	89%	81%
• their school takes students' opinions seriously* (S2043)	85%	80%	81%
• student behaviour is well managed at their school* (S2044)	73%	83%	54%
• their school looks for ways to improve* (S2045)	91%	94%	85%
• their school is well maintained* (S2046)	90%	89%	89%
• their school gives them opportunities to do interesting things* (S2047)	92%	90%	83%

* 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)	96%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	96%	97%	100%
• they receive useful feedback about their work at their school (S2071)	100%	97%	90%
• 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)	93%	87%	93%
• student behaviour is well managed at their school (S2074)	96%	74%	90%
• staff are well supported at their school (S2075)	93%	94%	93%
• their school takes staff opinions seriously (S2076)	96%	100%	93%
• their school looks for ways to improve (S2077)	100%	100%	97%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	96%	100%	89%

* 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

This is an area that continues to pose challenges within our school community. The school has offered and implemented multiple time options for P&C meetings only to see the attendance at these meetings stagnate at a handful of parents/caregivers. The school continually promotes events on electronic media (preferred option from a parent survey) and actively encourages parent and community participation. It is becoming more difficult year by year to increase or maintain parent and community engagement.

Respectful relationships education programs

Our school continues to implement a number of programs in relation to promoting respectful relationships. Our school continues to work with and alongside the school Chaplain, School Nurses and other external agencies to ensure our students learn about and seek to understand the importance of respectful relations in our modern society.

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	85	124	93
Long suspensions – 11 to 20days	2	6	1
Exclusions	0	0	1
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

In 2018, Wondai State School was awarded the State winner or the Cleaner-Greener Schools competition.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	80,620	91,601	61,502
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

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.

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	19	17	1
Full-time equivalents	17	13	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	17
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 \$35000

The major professional development initiatives are as follows:

- The Teaching of Reading
- Putting Faces on the Data
- National Consistent Collection of Data
- Teacher Coaching / Mentoring
- HAT and LT Professional Development
- PBL Conference

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	93%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% 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 P-10/P-12 schools was 89%.

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	89%	91%	90%
Attendance rate for Indigenous** students at this school	85%	90%	85%

* 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	90%	93%	94%
Year 1	90%	90%	92%
Year 2	92%	91%	89%
Year 3	89%	90%	92%
Year 4	91%	93%	89%
Year 5	92%	93%	89%
Year 6	86%	93%	89%

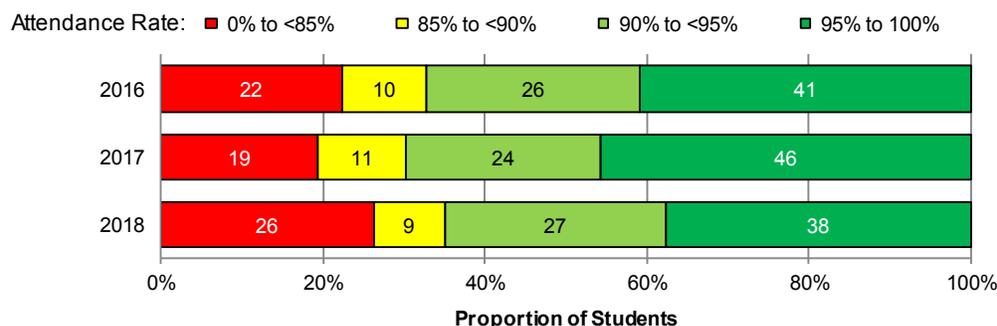
Year level	2016	2017	2018
Year 7	86%	88%	92%
Year 8	88%	88%	81%
Year 9	88%	86%	86%
Year 10			
Year 11			
Year 12			

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.

Our school addresses attendance in the following ways:

- Rolls are marked twice daily
- All late students are provided with late slip
- Text message sent directly to nominated mobile number if student marked absent.
- Attendance data reviewed regularly – reports provided by A02
- Direct parental contact if required.
- Parent/School attendance plan developed if required.
- External agencies engaged if required or requested.

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.

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.