



Booyal Central State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Booyal Central State School provides an educational service for children from Prep to Year Six. We are located on the Bruce Highway approximately halfway between the townships of Childers and Gin Gin. The mission of Booyal Central State School is to provide a supportive school environment in which every pupil can feel happy and safe and be provided with the opportunity to learn important skills in all curriculum areas appropriate to their age and ability. Our small school has a number of advantages on offer for any student. These include: an expectation that all of our Upper School children will play a leadership role in the life of the school, a multi-aged classroom where your child's education program will be tailored to suit their ability level, a highly experienced staff readily available to all students, a comprehensive Language Other Than English Program (German), equivalent access to sporting opportunities to other schools in this area and a computer to student ratio of one computer for every two students.

Our vision is to improve the world, one Booyal student at a time by challenging and supporting each student to reach their absolute potential in learning and behaviour whilst demonstrating an enthusiastic 'can do' attitude, caring for each other, contributing positively to the wider world, thinking 'outside the box' and having a healthy dose of fun along the way!

Students are encouraged to always do their 'Booyal Best,' whilst acting in a respectful, responsible and safe manner.

School progress towards its goals in 2018

In 2018 the school priorities were reading consolidation and assessing how best to improve writing. In order to achieve maximum success in this area the school decided on the following priorities and strategies. Students performed above national minimum standard in all areas of NAPLAN and showed positive growth, at or beyond expectations, in reading based on PM and Probe testing.

School Priority	Addressed	Will continue to be Ongoing in 2019
Support initiatives to support reading and writing development.	✓	✓
Use 14S funding to support Reading (Daily Rapid Reading program, teacher aide support and reading resources).	✓	✓
Analyse and share collated school data sets (reading data, NAPLAN and diagnostic assessments)	✓	✓
Implement focused conversations with staff in regard to implementing a balanced reading and writing program across the school.	✓	✓
Continuing strengthening of our school/community relationships, including by communicating reading and writing improvement with parents through individualised reading goals and promoting the success of students to the wider community.	✓	✓

Future outlook

In 2019 we will continue to focus on the development of strong literacy so that all children are above the NAPLAN national minimum standard in reading and writing. The priority at Booyal Central State School for 2019 is writing (particularly spelling). A range of programs will be developed and implemented to cater for the individual needs of all students. Professional development will be provided to staff and parents to support the implementation of these initiatives. A secondary focus will be on improving the structure of written word.

Reading support will continue to be provided on an individualised basis, particularly to develop skills in comprehension, fluency and inferential understanding of complex texts. Training of staff and implementation of a new spelling program will occur this year; ongoing coaching will occur to ensure that the program is embedded successfully into the Booyal curriculum.

Other areas of focus this year are:

- To develop a whole school curriculum plan in order to ensure that there is a systemic curriculum delivery.
- To integrate learning opportunities as much as possible; relating to the 'real world.'
- To monitor absenteeism on an individual level closely and implement strategies to, particularly, assist chronic absenteeism.
- Enhance the technological skills of students by accessing the skills of a technical support officer, whilst collaborating with cluster schools.
- Strengthen bonds with cluster schools around moderation of units and unit planning. This will provide professional development opportunities and mentoring for all staff which, in turn, will improve the quality of teaching and learning across the school.
- To strengthen links between our school and the local high school, in order to support Year 6 students transitioning.
- To continue to implement suggestions from the 2018 school review.
- Continue the Booyal Bunyip Entrepreneurial program for students in Years 4 - 6

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	24	27	22
Girls	9	13	11
Boys	15	14	11
Indigenous	1	1	2
Enrolment continuity (Feb. – Nov.)	100%	79%	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

In recent years, Booyal Central State School's student enrolment numbers have remained reasonably stable, between 23 – 28 students.

Our school is a coeducational school based on a multi age teaching structure. In 2018 the gender of the student population was approximately 50% male and 50% female. In 2018 we operated two classrooms that were split on age and ability: essentially P-3 and 4-6. In previous years there has often been a single P-6 class. Due to the nature of multi-age teaching, lessons are differentiated so that each child learns at their individual level, irrespective of their actual grade. This staffing level has remained in 2019, however, based on predicted enrolment numbers, it is likely that Booyal Central will be a single teacher school again in 2020 and for the foreseeable future.

Most of the students at Booyal Central come from farming families or families living on rural lifestyle blocks. Over recent years there has been an increase in the number of families relocating to Booyal to live on these smaller blocks & farms but this is gradually lessening, due to the difficulty finding employment locally. Most families are either engaged in manual labour occupations or rely on government payments.

Families are predominantly from low – middle socio economic backgrounds. All students travel to school by car. The student population is becoming more transient, with increasingly complex needs, but remains drawn from a limited geographical area.

Being a traditional farming area, several families have a long association and history with the school and local community. Many parents, siblings and members of the extended families have previously attended the school.

The students respond to the high expectations placed on them. Their behaviour is exemplary and the level of school pride and self-responsibility is extremely high. Enrolment numbers have remained reasonably static, even given the transient nature of some families.

Average class sizes

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Phase of schooling	2016	2017	2018
Prep – Year 3	12	15	12
Year 4 – Year 6	15	12	11
Year 7 – Year 10	0	0	0
Year 11 – Year 12	0	0	0

Curriculum delivery

Our approach to curriculum delivery

Booyal Central State School provides a quality, individualised and differentiated curriculum program for all students. We value a base of traditional learning, where high expectations and standards are non-negotiable, as well as an awareness and understanding of events in the wider world. At the same time, we foster an environment of creativity and fun, where students engage in tasks that are meaningful, motivational and linked to real life. We greatly encourage our students to form links with the wider community, realising that they have a responsibility to contribute to society and that this is a valuable, mutually beneficial experience. Since 2014 students in Grades 3 – 6 began have worked on exciting entrepreneurial projects, During their schooling, each child will have multiple opportunities to develop and run their own microbusinesses with support from business mentors and resources from the Academy For Young Entrepreneurs.

Our school offers a multi age, co-educational continuous curriculum program, across the years, Prep-6, encompassing the eight key learning areas. The Australian Curriculum forms the basis for all planning. Music, LOTE (German) and P.E. are delivered to our students by specialists in these areas. Relevant excursions are also undertaken to support and consolidate classroom learning, (such as swimming, Under 8s Day, Read To Me Day, and the annual 'German Day Out.'). The school has developed a comprehensive literacy strategy and curriculum plan that allows us to deliver the highest quality of education to our students, providing intervention and extension as needed.

Co-curricular activities

Project Club – conducted by students. Booyal Central State School Project Club provides students with a venue for engaging with the decision making process of the school. The club also undertakes significant fundraising activities for a range of charities.

- The Booyal Bunyip Entrepreneurs: a business focused program that supports students to run their own microbusinesses, whilst donating at least half of the profits to charity.
- An annual school camp is held, with generous support received by our wonderful the P&C. In 2018 we spent three days at Hervey Bay and Fraser Island.
- A fortnightly R.E. program is offered. Religious Instruction is provided by local members of the community and is non-denominational.
- Celebration Days were held to showcase the students' work for the term and to participate in state and national initiatives, such as NAIDOC Week and Literacy & Numeracy Week.
- Students in Years 4 – 6 participate in a leadership day each term with nearby small schools.
- As part of the Gin Gin Cluster of Small Schools we participate in the annual Small Schools Sports Day and a cross country event.

- Each year during 'Education Week' our younger students usually join with children from other local educational institutions to celebrate 'Under 8s Day.'
- Each Christmas, the students entertain parents and other community members by holding an end of year concert. The venue for this concert is the local hall.
- At the end of year the P&C Association and project club fund a special excursion/activity for the students.
- Students enjoy participating in periodic Arts Council performances/workshops and gain significant benefit when special guests visit throughout the year.
- A school Anzac service is held each year. Many staff, students and their families also represent our school by participating in a community march and service in Childers.
- Students support the local Childers Show with artwork and competition entries each year.
- Value is placed on teaching students about current affairs and encouraging them to express their knowledge and opinions about these issues on a daily basis.

How information and communication technologies are used to assist learning

Computers and other Information Communication Technologies are viewed as valuable tools that foster interest, enthusiasm, and a willingness to explore new ways of learning, as well as giving students valuable skills and knowledge necessary to be involved in our technologically connected world. Booyal Central incorporates ICTs into all key learning areas and has an excellent computer to student ratio. Computers and technology are used in all classrooms as tools to enhance learning in all areas and form pivotal roles in many activities. ICT skills are also explicitly taught. An interactive white board is installed at one end of the classroom and an overhead data projector was installed at the other end of the room so that both learning groups have easy access to technology on a whiteboard. This initiative has greatly enhanced our ability to teach student groups.

Student learning is also supported by Internet access, a diverse variety of hardware, (including I Pads), and a wide range of software applications. We are fortunate to have access to an Orange Card holder, who provides regular and timely ICT support. Our computers are extremely well maintained.

In 2108 a technical support officer was employed to provide specialist STEM lessons, including robotics and 3D printer usage.

Text communication is also used between school and parents. A school webpage and Facebook page have also been valuable methods of communication between the school and parents/community. The website includes a copy of the school's newsletter, The Waffle.

Social Climate

Overview

Social climate

Overview

Booyal Central State School is a small school that values partnerships between parents, students and staff to ensure all children are achieving both academically and emotionally. To ensure students are happy, safe and learning, we teach from each child's individual strengths, facilitate their independence, praise their efforts and celebrate their achievements. The support of guidance officers and regional support staff ensure that individuals receive the support they require, in and out of the classroom.

Our school climate is warm, energetic, welcoming, innovative and supportive, with a genuine family

atmosphere. From the very early years, children are encouraged to be independent people responsible for their own actions. High levels of positive behaviour are expected and these expectations are constantly reviewed and reinforced. Children are encouraged to become responsible for their own safety and the safety of others around them.

Upper school children are given the role of school leader and have certain responsibilities and rights associated with this role. They act as role models, lead parade each week, officially welcome and thank visitors, monitor the use of sports equipment, as well as assist younger children in their activities and routines.

Our students have a reputation for excellent behaviour and a friendly and inquisitive attitude. They participate in weekly self-development lessons, as well as engage in anti-bullying, antiviolence and Daniel Morcombe safety lessons throughout the year.

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

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	60%	83%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	83%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	83%	100%	100%
• they receive useful feedback about their work at their school (S2071)	83%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	83%	100%	100%
• students are treated fairly at their school (S2073)	83%	100%	100%
• student behaviour is well managed at their school (S2074)	83%	100%	100%
• staff are well supported at their school (S2075)	83%	100%	100%
• their school takes staff opinions seriously (S2076)	83%	100%	100%
• their school looks for ways to improve (S2077)	83%	100%	100%
• their school is well maintained (S2078)	83%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	83%	100%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Booyal Central State School recognises the benefits of having strong parental support within the school. We were fortunate to have the support of a very active and industrious P&C in 2018.

We recognise that parental support is optimal for student success and, as such, we encourage parents and care givers to be involved in the school at every opportunity such as:

- as a member of the P&C Association
- aiding in the development of school policies
- as volunteers in the classroom, on excursions and camps
- supporting and helping at school functions
- inviting parents to school events such as Celebration Days and classroom openings

Parents and guardians are also invited to assist their children with nightly reading and homework. High expectations are set in regard to homework.

Parents are kept informed about their child's progress throughout the term via ongoing, informal conversations with classroom teachers. The Weekly Waffle newsletter and Booyal Central State School Facebook page also keep parents up-to-date with their child's learning opportunities and achievements.

Staff are available at the school gate every afternoon and have regular and timely conversations with parents.

Formal reporting also occurs in:

Semester 1 - Face to face interview with comprehensive written reports.

Semester 2 - Comprehensive written report, including year 3/5/7 test result with a face to face interview upon request from the teacher or parent.

A parent information evening is held at the beginning of each year. Booyal Central State School also has an embedded 'open door' policy within the school where family members and community volunteers are made to feel welcome and are encouraged to attend as much as possible. The school encourages volunteers and willingly provides opportunities to engage in volunteer support programs.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We have 'Respectful, Responsible & Safe' values built into our anti-bullying culture and Responsible Behaviour Management Plan for Students, which outlines the 5 bullying response strategies and our behaviour pillars of respect, responsibility and safety. Students are encouraged and supported to do their 'Booyal best...and nothing less!' 'Booyal Best' involves continually striving for the highest standards in learning and behaviour, demonstrating a positive 'can-do' attitude, caring for each other, contributing positively to the wider world and thinking 'outside the square.' All individuals are responsible for the actions of themselves and the collective. Support from guidance officers and behaviour specialists is accessed on an 'as need' basis.

Positive behaviour support philosophies underpin our behaviour management and discipline plans for students and staff, detailing positive behaviours, consequences for undesirable behaviours, positive reward systems and targets including a weekly Student of the Week and weekly Gotcha Awards. Reminders are also shared with the community through the Waffle newsletter.

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	0	0	0
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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Booyal students are encouraged to be very aware of organic and sustainable practices. Solar panels are installed on our administration building to reduce our electricity costs. Staff and students are also encouraged to open windows and doors rather than using air conditioning and fans, as well as limit the amount of paper used for printing. Lights are turned off when not in use. Heating and cooling devices are used sparingly at set recommended efficient settings. An increase in power usage is noted over the past few years because two classroom areas have been operating, instead of the usual one.

As part of that plan the whole school community became involved in reducing general waste, electricity consumption and water use. Recycling bins are used for paper. Drinking water is provided from rainwater tanks. Water for other purposes is accessed from a local creek. Water minimisation strategies are in place and regularly reinforced with students.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	13,834	15,374	12,215
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

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	2	4	0
Full-time equivalents	2	2	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	2
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 \$3163.

The major professional development initiatives are as follows:

- Principals' Business Meetings and Roadshows – usually related to curriculum, policy, HR and wellbeing
- First Aid
- National School Improvement Reviewer training
- Early Years PD
- Sheena Cameron editing workshop
- Cluster pre and post moderation activities.
- Peer coaching

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.	95%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	94%	92%	92%
Attendance rate for Indigenous** students at this school	DW	80%	90%

* 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

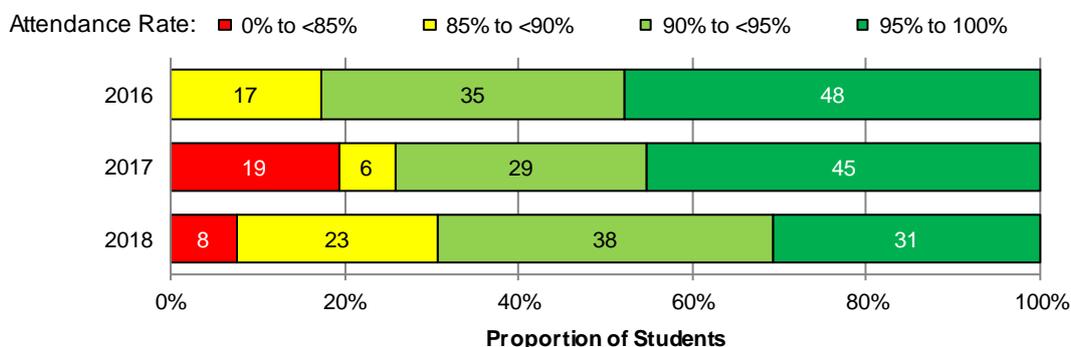
Year level	2016	2017	2018
Prep	97%	89%	94%
Year 1	96%	92%	82%
Year 2	92%	89%	93%
Year 3	94%	94%	92%
Year 4	95%	94%	93%
Year 5	94%	88%	97%
Year 6	DW	96%	90%

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.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked using the appropriate codes at the beginning of the school day and prior to the beginning of the afternoon session. Booyal Central State School has a Same Day Notification Policy: If a student is absent and the school has not been notified by 9 am on the day of absence, a text message is sent requesting the parent to contact the school to provide reason for absence. This information is recorded in One School.

Absentee procedures and communication processes for parents to use are discussed during student enrolment. Parents are regularly reminded via newsletter articles of the 'Every Day Counts' initiative and encouraged to contact the school if their child is going to be absent. They are made aware of the fact that an answering machine is always available to leave messages on. If a child is away for longer than one day a

phone call is made to home to find out why the child is absent. Where possible, work is sent home so that the child does not get behind in their learning.

In instances where parents have not advised the school of an absence and a phone call is generally made on the day that the absence occurs.

When a student is absent or plans to be absent for more than 10 consecutive school days the parent negotiates with the principal to make an alteration to the student's educational program.

The principal implements procedures documented in 'Enforcement of Compulsory Schooling and Compulsory Participation' if a student is absent for more than 10 days without a satisfactory reason. Attendance information collected is entered in to One School on a regular basis.

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.