



Booyal Central State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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. Our mission is to ensure that students always 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.' Students in Years 3 – 6 have the opportunity to be involved in an exciting entrepreneurial program which allows them to transfer their classroom knowledge into engaging, real life situations.

Booyal Central State School provides 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 is tailored to suit their ability level, a highly experienced staff readily available to all students, a comprehensive Language Other Than English Program (German), specialist PE and music lessons, equivalent access to sporting opportunities to other schools in this area and a computer to student ratio of one computer for every two students. Students in Year 3 – 6 also participate in entrepreneurial projects throughout the year.

Principal's Foreword

Introduction

Welcome to the 2017 School Annual Report for Booyal Central State School. On behalf of Booyal Central school community I am delighted to share details of our activities and performance during the 2017 school year.

This report highlights our strengths and identifies areas for development and improvements for 2018 and beyond. It reports on the achievements of our school against declared systemic and school priorities as outlined in our 2017 School Implementation Plan.

Booyal Central State School is a small, Prep - 6, multi-age school that belongs to a cluster of schools in the North Coast Region. Our school is situated in a predominately rural area, approximately 70 km from the major city of Bundaberg, and midway between the two smaller townships of Childers and Gin Gin. The area is a traditional farming community with several children coming from surrounding cattle or cane farms and rural lifestyle blocks.

During 2017 a full-time teaching principal, a full-time second teacher, as well as numerous support staff and visiting specialists were employed at the school. We are fortunate to also have regular and timely support from itinerant personnel.

We pride ourselves on providing extremely high quality student learning opportunities through a differentiated curriculum in a supportive, small school family-type atmosphere. A valued strength of our school is the extremely close, supportive relationship that is maintained between the school staff and families/local community.

This report highlights the tremendous effort, outstanding commitment and total dedication demonstrated by members of our school community. The staff at Booyal Central aim to provide an active, challenging and supportive learning environment for all students to ensure that every child is learning to their potential in every lesson, every day. Students and staff strive to do their '*Booyal Best*' at all times, taking pride in themselves, each other and their school and wider community. Every child is continually supported to believe that any goal, (academic or otherwise), is attainable through hard work, perseverance and a personal sense of resiliency.

School Progress towards its goals in 2017

In 2017 the School Priority was Reading. In order to achieve maximum success in this area the school decided on the following priorities and strategies.

School Priority	Addressed	Will continue to be Ongoing in 2018
Seek support of Region for HOD-RS service to lead local school cluster focussed on developing best practice reading pedagogy.	✓	✓
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)	✓	✓
Ensuring learning is engaging and inclusive, whilst maintaining a strong focus on meeting the needs of the diverse range of students, and embedding differentiation strategies into classroom programs, accessing external specialist personnel when required.	✓	✓
Continuing strengthening of our school/community relationships, including by communicating reading improvement with parents through individualised reading goals and promoting the success of students to the wider community.	✓	✓

Future Outlook

The priorities at Booyal Central State School for 2018 are;

- Literacy and Numeracy: We will continue to focus on the development of strong literacy and numeracy skills. A range of programs will be developed and implemented to cater for the needs of all students. Professional development will be provided to staff and parents to support the implementation of these initiatives. A particular focus will be on improving the structure of written work, improving the fluency of reading and increasing students' confidence and accuracy when completing written numeracy problems.
- 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.
- Develop a quality, 'bullet proof' curriculum plan that will be practical into the long term, in both a one and two teacher scenario.
- Start to implement suggestions from the 2018 school review.
- Attendance will be monitored carefully in order to ensure that all students are at school and learning.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	29	12	17	4	93%
2016	24	9	15	1	100%
2017	27	13	14	1	79%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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.

In 2017 the gender of the student population was approximately 58% male and 42% female.

Our school is a coeducational school based on a multi age teaching structure. In 2017 we operated two classrooms that were split on age and ability: essentially P-1 and 2-6. 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.

Most of the students at Booyal Central come from farming families or families living on rural lifestyle blocks. There has been an increase in the number of families relocating to Booyal to live on these smaller blocks & farms. Many families now either supplement their farm income by working elsewhere off farm, have a father working FIFO 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. At this stage, it is predicted that next year (2018) will be the first year for some time that there will not be any Prep students enrolled at Booyal Central.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	15	12	15
Year 4 – Year 6	11	15	12
Year 7 – Year 10			
Year 11 – Year 12			

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. A qualified art teacher is on staff. Relevant excursions are also undertaken to support and consolidate classroom learning, (such as swimming 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.
- 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, Literacy & Numeracy Week and Book 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. As part of the Gin Gin Cluster of Small Schools,

students in years 4 – 7 participate in interschool sport; some of the sports the students participated in include: soccer, netball, cricket and softball.

- 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 engender 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 has been 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

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.

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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	80%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	67%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	67%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	75%	80%	67%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	80%	100%
this school takes parents' opinions seriously* (S2011)	100%	80%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	67%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	60%	83%
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%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
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%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	83%	100%
they feel that their school is a safe place in which to work (S2070)	100%	83%	100%
they receive useful feedback about their work at their school (S2071)	100%	83%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	83%	100%
students are treated fairly at their school (S2073)	100%	83%	100%
student behaviour is well managed at their school (S2074)	100%	83%	100%
staff are well supported at their school (S2075)	100%	83%	100%
their school takes staff opinions seriously (S2076)	100%	83%	100%
their school looks for ways to improve (S2077)	100%	83%	100%
their school is well maintained (S2078)	100%	83%	100%
their school gives them opportunities to do interesting things (S2079)	100%	83%	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 2016.

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 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.

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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
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

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	10,726	
2015-2016	13,834	
2016-2017	15,374	

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

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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	4	0
Full-time Equivalent	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2017 were \$5,289.

The major professional development initiatives are as follows:

- The total funds expended on teacher professional development. in 2016 were \$5,104
- The major professional development initiatives are as follows:
- Daily Rapid Reading PD and coaching – including regional support
- Best Prac & Principals' Business Meetings
- Mandated Student Protection
- First aid
- Code of Conduct Awareness
- Internal Controls
- Keys to Managing Information
- OneSchool Training
- Working with Regional PEA-ACs with focus on English and Maths curriculum design, implementation and assessment
- In school and cluster moderation
- Data analysis
- Coaching – in class
- ICT professional development
-

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	95%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	DW	80%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

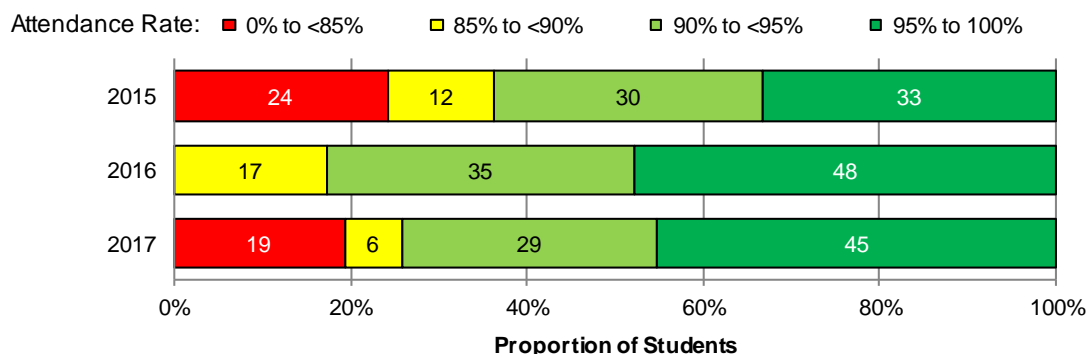
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	89%	89%	92%	93%	91%	81%	94%						
2016	97%	96%	92%	94%	95%	94%	DW						
2017	89%	92%	89%	94%	94%	88%	96%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.