



Eumundi State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education

Contact information



Queensland  
Government



|                       |  |
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## School overview

Eumundi State School is set in the rolling hills of the Sunshine Coast hinterland, adjacent to the famous Eumundi Markets. It is co-educational, offering instruction for students from Preparatory Year to Year Six, with enrolments consistently sitting at approximately 650 students. At our school we endeavour to provide a positive, supportive and encouraging learning environment which will assist each child to develop to their fullest potential academically, physically, socially and emotionally, while also developing in each a recognition of the needs and rights of others. Parents are encouraged to visit the school frequently and to become involved where possible in the school's programs and activities. We welcome parents as educational partners and trust that children find their time at Eumundi rewarding and enjoyable. At Eumundi State School we are committed to maximizing the potential of each individual child and to fostering an enthusiastic attitude towards life-long learning. Our school motto 'While We Live We Grow' reinforces our belief that learning continues throughout life's journey.

## School progress towards its goals in 2018

**In 2018 the school made significant progress in a number of areas as outlined in our Annual Implementation Plan.**

**Numeracy focus:** Continued the implementation of the new school approach to the teaching of Mathematics. Provided PD for staff in ACARA standards in Mathematics. Built teacher capacity to recognise and remediate key misconceptions through numeracy rich routines, warm ups, which align with ACARA content and link with C2C units. Continued to build teacher data literacy skills. Identified data starting points for planning, pedagogy and assessment processes. Embedded Numeracy Data PLT in the P-2 and 3-6 sector. This is an ongoing process whereby new teachers to the school are provided with professional development and support to implement the school's process to teaching Mathematics.

**Literacy Focus:** Investigated new approach to the teaching of spelling across the school using the Words Their Way spelling program. Planned to provide professional development for all teaching staff to develop their knowledge and understanding of the program. Supported implementation through targeted support for teachers via the organisation of a Gradual Release of Responsibility coaching model.

**Attendance:** Raised awareness across the school community of the importance of school attendance. Communicated this expectation to parents and students via newsletters, parades and social media. Reviewed processes to individually track students with poor attendance rates. Set up case management processes to enhance communication with parents and students in this area. Developed positive reinforcement approach to encourage attendance.

## Future outlook

As our school continues to grow we aim to maintain our current curriculum offerings and focus areas whilst exploring opportunities to enhance these where possible. In 2019 we aim to complete the following projects:

- Utilise a gradual release coaching model for teachers that leads to the implementation of the school's reading program through utilisation of Literacy Solutions and in school support.
- Consolidate use of the Literacy Continuum (Reading Texts and Comprehension markers); profiling all students and their reading goals; establish inquiry cycle and case manage reading data for target groups of students each class
- Implement P-12 Curriculum, Assessment and Reporting Framework – Technologies, HPE and The Arts in preparation for full implementation in 2020
- Embed pre-moderation processes in the teaching of English and Maths
- Consolidate the whole school focus on numeracy
- Develop and promote STEM concepts and enhance through collaboratively developing two integrated units of work and implement a Makerspace concept room
- Upgrade existing facilities to promote an intentionally inviting environment
- Embed the Words Their Way Spelling program and Show Me Maths Diagnostic tests into planning and pedagogical practice and use this data to inform teaching



# Our school at a glance

## School profile

|                                    |                    |
|------------------------------------|--------------------|
| <b>Coeducational or single sex</b> | Coeducational      |
| <b>Independent public school</b>   | Yes                |
| <b>Year levels offered in 2018</b> | Prep Year - Year 6 |

### Student enrolments

Table 1: Student enrolments at this school

| Enrolment category                 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total                              | 614  | 632  | 644  |
| Girls                              | 294  | 314  | 327  |
| Boys                               | 320  | 318  | 317  |
| Indigenous                         | 12   | 16   | 22   |
| Enrolment continuity (Feb. – Nov.) | 95%  | 96%  | 97%  |

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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

## Characteristics of the student body

### Overview

Our school community is drawn from a wide range of areas across the Noosa Hinterland. Children typically come from a rural or semi-rural background. Our children enjoy outdoor pursuits and are often involved in community sports, horse riding, motor cross and lifesaving. They are also very passionate about a wide range of visual and performing arts. The school offers a non-denominational Christian approach to religion. The school has a small indigenous enrolment.

### Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3      | 24   | 24   | 22   |
| Year 4 – Year 6    | 27   | 28   | 26   |
| Year 7 – Year 10   |      |      |      |
| Year 11 – Year 12  |      |      |      |

Note:

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



## Curriculum delivery

### Our Approach to Curriculum Delivery

Our distinctive curriculum offerings include:

- Ignite English and Mathematics Extension programs for identified students
- Impact Program (interactive online classroom environment) for identified Upper 2 Band students
- Connect program to support students from Prep to Year 2
- Strong focus on Permaculture and care for the environment across the curriculum
- Surf Awareness Program for students in Years 5 & 6
- Specialist Science and Digital Technology lessons
- Online Reading Eggs program is accessible for Prep, Year 1 and identified students
- P – 6 access to a school Maker Space
- STEM unit planning to encourage inquiry
- Enviro Days – one day per term for each class
- P-2 Inquiry approach to learning through Age Appropriate Pedagogies
- Instrumental music/band

### Co-curricular activities

Activities outside the normal school routine are viewed as being of much value in assisting the development of children's full potential. Extra-curricular activities are arranged for children throughout the year. These include cultural and artistic performances, participation in local sports, musical and academic competitions, school camps and discos.

The school regularly participates in the following:

- King of the Mountain Relay Race
- Art Trail including Eumundi's Got Talent
- Under 8's community celebrations
- Community Anzac Day commemorations
- Annual CWA International Day
- Indigenous culture activities week
- District and Regional sport representation for selected students
- Interschool Sports for students in Year 6
- Specialist performances for students in Prep – Year 6
- Outside Schools Hours Care program
- Life Education program
- Year 4, 5 and 6 camp
- Prep – Year 3 excursions
- Glee Club program for interested students
- ICT Club including Coding and Robotics
- Guitar Club
- Choir
- Gardening Group

### How information and communication technologies are used to assist learning

Our school is well equipped with technology - we have two computer labs located in our Learning and Development Centre.

The computer is used as a valuable learning tool, and students are instructed in how to make effective use of available hardware and software resources. A school-based program of ICT capabilities has been developed and is implemented across the school from Prep to Year 6.

The use of ICTs in classrooms, to support literacy and numeracy outcomes, is a strong focus for the teachers at Eumundi. All classrooms are networked with student access to the internet and intranet. All classrooms have also been equipped with Interactive Whiteboard technology and ceiling mounted projectors or Interactive wide-screen TVs to aid in teaching delivery. The One Note interface is being used for whole-school planning, facilitating the sharing of resources and developing more efficient access to curriculum information.



The library is equipped with a bank of approximately 60 computers for students to access for class curriculum use and during lunch breaks. A range of software programs including the Microsoft Suite, Kodu and Scratch coding programs and various others are used. Classrooms also have access to 45 laptops to support 21<sup>st</sup> century learners. A Maker Space has been established for teachers and students to explore, utilise and learn through play. A range of digital technology products are available for classes to access in conjunction with the computer lab as part of our STEM plan.

The implementation of the Digital Technologies curriculum is a current focus. Key concepts in this Key Learning Area are being delivered to all students via specialist lessons.

## Social climate

### Overview

Enrolments reflect a broad cross-section of the socio-economic range, with a focus on social development through our 'Eumundi Expects' which encourages students to focus on the values of 'Care, Common Sense, Courtesy and Co-operation'.

Awards are presented regularly on school parade to students exhibiting these traits. In 2018 Parent feedback from School Opinion Survey Data revealed that 100% of surveyed parents felt that their child was receiving a good education at Eumundi State School. For the past 6 years the school has accessed funding to employ a school based chaplain to enhance its Pastoral Care Program. A 'You Can Do It' program is also utilised by staff to enhance students' social and emotional well-being.

### 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)  | 94%  | 98%  | 100% |
| • this is a good school (S2035)  | 93%  | 100% | 100% |
| • their child likes being at this school* (S2001)  | 94%  | 100% | 100% |
| • their child feels safe at this school* (S2002)   | 96%  | 100% | 98%  |
| • their child's learning needs are being met at this school* (S2003)                                     | 91%  | 93%  | 97%  |
| • their child is making good progress at this school* (S2004)  | 93%  | 98%  | 98%  |
| • teachers at this school expect their child to do his or her best* (S2005)                              | 94%  | 96%  | 100% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 91%  | 96%  | 98%  |
| • teachers at this school motivate their child to learn* (S2007)   | 94%  | 93%  | 100% |
| • teachers at this school treat students fairly* (S2008)   | 92%  | 93%  | 100% |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 96%  | 96%  | 100% |
| • this school works with them to support their child's learning* (S2010)                                 | 93%  | 96%  | 98%  |
| • this school takes parents' opinions seriously* (S2011)   | 92%  | 94%  | 100% |
| • student behaviour is well managed at this school* (S2012)  | 96%  | 96%  | 100% |
| • this school looks for ways to improve* (S2013)   | 89%  | 96%  | 100% |
| • this school is well maintained* (S2014)  | 95%  | 94%  | 98%  |



| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
|---|------|------|------|

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

| Percentage of students who agree# that:   | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048)                               | 98%  | 99%  | 99%  |
| • they like being at their school* (S2036)  | 97%  | 97%  | 97%  |
| • they feel safe at their school* (S2037)   | 99%  | 98%  | 97%  |
| • their teachers motivate them to learn* (S2038)                                    | 97%  | 99%  | 100% |
| • their teachers expect them to do their best* (S2039)                              | 99%  | 98%  | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 94%  | 97%  | 99%  |
| • teachers treat students fairly at their school* (S2041)                           | 93%  | 91%  | 98%  |
| • they can talk to their teachers about their concerns* (S2042)                     | 90%  | 93%  | 93%  |
| • their school takes students' opinions seriously* (S2043)                          | 94%  | 86%  | 91%  |
| • student behaviour is well managed at their school* (S2044)                        | 97%  | 97%  | 97%  |
| • their school looks for ways to improve* (S2045)                                   | 98%  | 97%  | 100% |
| • their school is well maintained* (S2046)  | 99%  | 98%  | 98%  |
| • their school gives them opportunities to do interesting things* (S2047)           | 97%  | 97%  | 97%  |

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069)   | 98%  | 98%  | 100% |
| • they feel that their school is a safe place in which to work (S2070)   | 98%  | 100% | 98%  |
| • they receive useful feedback about their work at their school (S2071)  | 95%  | 91%  | 95%  |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 91%  | 100% | 100% |
| • students are encouraged to do their best at their school (S2072)   | 100% | 100% | 100% |
| • students are treated fairly at their school (S2073)  | 100% | 100% | 100% |
| • student behaviour is well managed at their school (S2074)  | 100% | 100% | 100% |
| • staff are well supported at their school (S2075)   | 95%  | 94%  | 96%  |
| • their school takes staff opinions seriously (S2076)  | 93%  | 96%  | 93%  |
| • their school looks for ways to improve (S2077)   | 100% | 98%  | 100% |
| • their school is well maintained (S2078)  | 100% | 100% | 95%  |
| • their school gives them opportunities to do interesting things (S2079)   | 100% | 94%  | 95%  |

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
|---|------|------|------|

\* 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

Parents are encouraged to take an active role in their child's education and classrooms often use the services of volunteer parents. The school has an active P&C which meets regularly to discuss educational issues and plays a role in fund raising for the school.

Parent volunteers are used to assist in the schools Tuckshop and in the Garden / Permaculture Program on a weekly basis. Parent engagement in school activities including weekly parades is relatively high.

Reporting is an important component of the school / parent relationship. At Eumundi parents are involved in parent / teacher meetings in Term 1 and 3. In Term 3 a three-way meeting takes place between teacher, parent and student where the child has the opportunity to share their work folio directly with their parent. Individual interviews are requested for all students not meeting year level expectations.

Regular communication is also provided through a fortnightly newsletter, Facebook posts, upcoming event emails etc.

Parents are consulted throughout student support processes including implementation of individual curriculum adjustments, interventions and other support provisions, referrals to Support Services team, and verification for students with disabilities. Eumundi State School shares the department's vision in regards to inclusive education. Students receive the support they need to belong to the school community, engage purposefully in learning and experience academic success. Students experience this by participating in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The school's behaviour plan is centred on the 4Cs – care, courtesy, cooperation and common sense – and the language around these areas is consistent throughout the school. Issues around personal safety and awareness, raised on a whole school level, classroom or individual basis are discussed using the 4Cs terminology. Prep-Year 2 and Year 3-6 Deputy Principals liaise with staff and parents when behaviour has escalated beyond usual classroom management. Across the school, in 2018, there has been a focus on staff and student well-being and mindfulness. On-line mindfulness programs are being used by teachers on a regular basis across the school.

Within the curriculum delivery, teachers use the Daniel Morcombe Health units, to develop students understanding of 'recognise, react and report' when they or others feel unsafe. Additional programs used include Life Education and 'You Can Do It'. Students are also taught during specialist Digital Technology lessons the importance of personal safety online, including Cyber Safety and online bullying.

Respectful relationships are also fostered through the school's Chaplaincy program.

## 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    | 7    | 1    | 3    |
| Long suspensions – 11 to 20 days    | 1    | 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. The school formally adopted a SEMP program at the conclusion of 2010. The school has significantly reduced its use of water and electricity from 2013 to 2014 through awareness raising and whole of school strategies to reduce our environmental footprint. Unfortunately our use of water and electricity increased from 2010 – 2016 due to finalisation of our air conditioning program throughout the Prep – Year 6 classrooms. An increase in enrolments during the last 3 years has also lead to increased usage as three more classrooms were in use along with a Science Lab. In 2015 the school received a grant to install 90 000L water tank to be used in the Environmental Centre. It is anticipated that this tank will reduce the schools need for watering in the garden area. The school also purchased a water pump and additional water storage in 2016 to support the watering of the oval during particularly dry periods.

Table 7: Environmental footprint indicators for this school

| Utility category  | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 122,957   | 122,766   | 136,112   |
| Water (kL)        | 389       |           |           |

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.

3. Click on 'View School Profile' of the appropriate school to access the school's 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

The data contained in this table is based on the establishment cube used for workforce turnover, which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the **EEO privacy provisions and confidentiality**, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

| Description           | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts            | 48              | 25                 | <5                 |
| Full-time equivalents | 42              | 16                 | <5                 |

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate                      |                          |
| Masters                        | 2                        |
| Graduate Diploma etc.*         | 4                        |
| Bachelor degree                | 41                       |
| Diploma                        | 2                        |
| 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 \$46 372.52.

The major professional development initiatives are as follows:

- Numeracy – North Coast Region Diagnostic Tool and Show Me Papers
- Words Their Way Spelling approach
- Early years – Age Appropriate Pedagogies
- Leadership
- STEM – ACARA – unpacking curriculum
- Cluster Pre-Moderation

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%  | 96%  |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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     | 93%  | 93%  | 93%  |
| Attendance rate for Indigenous** students at this school | 86%  | 90%  | 89%  |

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

Table 12: Average student attendance rates for each year level at this school

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

| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7     |      |      |      |
| Year 8     |      |      |      |
| Year 9     |      |      |      |
| Year 10    |      |      |      |
| Year 11    |      |      |      |
| Year 12    |      |      |      |

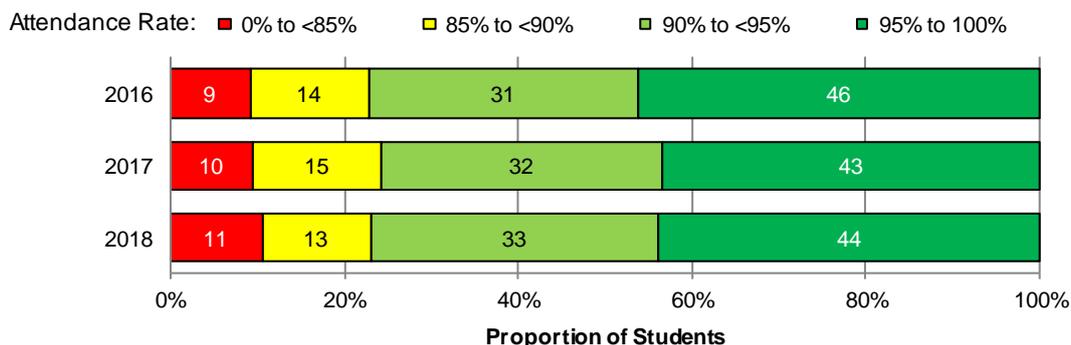
Notes:

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 DET 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. Parents are required to advise the school by telephone or email as soon as possible of the reason for the child being absent from school. Attendance is recorded on school rolls twice daily – at 9.00am and after second break at 1.30pm. If there is an unexplained absence, parents will receive a text message between 9:15 – 9:45am, asking for the absence to be explained. Children absent from school for more than two days without reason or notification from the parent will be marked as unauthorised on the school roll. This will result in a follow up phone call from the school administration to ascertain the reason for the child being absent. Continued unexplained absences or if the reason for absence is considered unsatisfactory will result in a parent meeting being organised to discuss the situation.

## 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.

3. Click on 'View School Profile' of the appropriate school to access the school's 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.

