



Springfield Lakes State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 4106 Springfield 4300
Phone	(07) 3437 9888
Fax	(07) 3437 9800
Email	principal@springfieldlakesss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Greg Horrigan. Principal

School overview

Springfield Lakes State School is a primary school in the Metropolitan region of SE Queensland that services the Springfield Lakes community. It was opened in 2007 and is the original primary school established in the Springfield Lakes area. The school caters for students from Prep to Year 6 and currently has 1167 students enrolled across 48 classes. The school is staffed with a team of committed teachers who work in partnership with parents and the Springfield Lakes community to establish a distinctive, futures oriented curriculum aiming to meet the needs of the school community. Teacher pedagogy is centred on differentiation and the explicit teaching of literacy and numeracy; ensuring students are provided with the teaching and learning necessary for them to reach their full potential. Student welfare, discipline and safety are managed in a supportive, consultative manner with policy and procedures documented clearly in the school's Code of Behaviour. The implementation of School Wide Positive Behaviour for Learning has ensured the development of a positive, community approach to managing student behaviour. An enrolment management plan (EMP) is in place to assist in managing the school's growth and to provide assured access to the school's facilities for children who live in Springfield Lakes. Springfield Lakes State School aims to provide excellent educational outcomes for all students in a supportive environment, through high teacher expectations and a set of defined values.

Our vision at Springfield Lakes Primary School is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them to be life-long learners. Students will productively participate in and contribute to the global community; by praising respect, tolerance and inclusion in a caring and rigorous learning environment that engages and challenges them to grow academically, socially and emotionally.

The school's motto is 'learning to be our best selves'. Springfield Lakes State School's expectation for success and desire for excellence from all of us in the school community is encapsulated in this simple, but effective motto.

From March 12th -15th 2018, Springfield Lakes State School undertook it's Quadrennial School Review (QSR). The key findings of the review team were:

- The work of year level teams is supporting the professional capability development of the teaching staff and is enhancing consistency of practice across the school.
- The school utilises Positive Behaviour for Learning (PBL) as a framework for achieving its aspiration of high level student behaviour and improved learning.
- The school's leadership team and teaching staff members express a commitment to implementing curriculum programs relating to learning areas aligned to the AC.
- There is a good level of commitment to implementing the breadth of strategies for teaching in the identified key learning areas.
- The school leadership team is strongly committed to utilising reliable data on student outcomes to progress the school's improvement agenda.
- The leadership team views the development of staff members into an expert teaching team as central to improving outcomes for all students.
- The pedagogical framework focuses on building high expectations, effective use of data and relationships.
- The tone of the school reflects a commitment to successful learning.
- The school has an established Special Education Program (SEP) led by the Head of Inclusion (HOI).

School progress towards its goals in 2018

Each year, schools establish goals as a focus for student achievement. Within the continued delivery of the Australian Curriculum, our school priorities were: - Reading, Writing and Numeracy. Our school also remained focused on building a positive school culture.

- Reading is supported through the utilization of school resources and Investing for Success funding. As part of their daily program, teachers include explicit language instruction and

focused teaching of comprehension skills in whole class and guided reading lessons. From Prep to Year Six, teachers use Question-Answer Relationship (QAR) strategies when teaching reading comprehension and explicitly teach vocabulary through in Robust Vocabulary Instruction (RVI). All teaching strategies have become embedded in classroom practice. Formative reading assessment tasks allow teachers to differentiate and target teaching to ensure maximum progress of all students. In 2018, the consistency of the implementation and recording of diagnostic assessment tasks in the form of running records has been a school priority.

- Writing is supported through the utilization of Investing for Success funding and the expertise of the Head of Curriculum. Teachers have embedded and enhanced writing instruction through the teaching of Vocabulary, Connectives, Openers and Punctuation (VCOP), Words Their Way and the explicit teaching of text types. Regular formative assessment tasks in writing allow teachers to differentiate and target their teaching to ensure maximum progress for all students. Students are engaged in the setting of personal goals through the formative assessment process.
- Numeracy is supported through the utilization of school resources and Investing for Success funding. Teachers have embedded the use of the gradual release model of instruction (I Do, We Do, You Do) when teaching mathematics. Consistent mathematical warm ups and problem solving plough backs have been implemented across all year levels and the focused teaching of problem solving strategies through Polya's technique of 'See, Plan, Do, Check' has been embedded. The major focus for Numeracy in 2018 has been the refinement of the mathematics curriculum and the development of consistency around mathematical assessment tasks.
- The collaborative planning process of Cohort Interaction Days has provided increased consistency in the implementation of curriculum units and assessment tasks, as has termly moderation sessions for reading, writing and mathematics. The cohort interaction day is an opportunity for teachers to meet with their year level colleagues for professional development, to act as a two way conduit between teachers and Admin and to build consistency and continuity across the school and year levels.
- Enhancing the school culture has been achieved through a whole school approach to the teaching of positive behaviour. Our school aims to create the conditions for each learner to progress towards responsible self-management. As part of the School Wide Positive Behaviour for Learning process, evidence-based practices are used to increase student learning and decrease classroom disruptions.
- During 2018, the school has reviewed its Responsible Behaviour Plan and the whole school intervention referral process. This has resulted in the implementation of the PACT process. PACT meetings are a case management process in which class teachers and specialized staff members meet to discuss strategies that can be used to support students who may be experiencing academic or social and emotional issues.

Future outlook

The school's current improvement agenda is sharp and narrow and will be refined in 2019. The clear focus for Springfield Lakes State School in 2019 is the continued emphasis on the teaching of reading and mathematics.

The focus in reading in 2019 will be the use of formative and diagnostic assessment data to differentiate teaching and learning in order to maximize progress for all students. This will be established as part of the check-in meetings process in which teachers will be provided with the opportunity to engage in professional conversations centered on data generated from reading assessment tasks and the sharing of strategies to maximize student progress for all students.

The focus in mathematics will center on the continued refinement of the mathematics curriculum and the continued development of consistency around mathematical assessment tasks and maths investigation tasks. Daily warm ups and problem solving plough backs will continue to be embedded in daily mathematics instruction.

All teachers will continue to implement to school's assessment schedule, responding to the ongoing formative and diagnostic assessment tasks. Student achievement in regional targets and

benchmarks will become more specific. Continued support for oral language development in the lower grades, with an increased emphasis on our Prep students, will continue support the school's reading initiatives as will a phonemic awareness program that will be implemented in all Prep and Year 1 classes.

The review of the school's Pedagogical Framework will commence in 2019 to ensure that it reflects the High yield strategies that have been implemented at Springfield Lakes State School.

In response to the Quadrennial School Review, the school:

- Has refined the EIA to have a narrow and sharp focus and will continue to use data to monitor the effectiveness of implementation and measure success against school targets.
- Will ensure teachers are supported to focus on implementing the agreed, school-wide teaching practices relating to the EIA, will be provided with sufficient time to embed these as part of their repertoire of practice and that strategies will be implemented to monitor consistency of practice.
- Will continue to build a culture of self-evaluation and reflection that enables deeper discussions of data, monitors progress over time and identifies starting points for future learning, including case management processes.
- Will enhance the school's professional learning plan to timetable a broad range of opportunities for capability development for all school staff including IDPs, coaching and mentoring and models of feedback.

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	1000	1082	1122
Girls	506	542	557
Boys	494	540	565
Indigenous	36	37	40
Enrolment continuity (Feb. – Nov.)	95%	94%	95%

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

From a socio-economic perspective, the community of Springfield Lakes sits at a level that is in the 59th percentile. This means that this community is above the National midpoint of socio-economic level. Our local area

has experienced rapid population growth and our enrolment catchment currently includes a housing development that has around 650 houses either built or under construction.

Springfield Lakes State School has an enrolment management plan which restricts enrolments to students living in the defined Springfield Lakes catchment area. Our students are representative of 45 diverse cultural groups. Eligible students with English as a second language are supported through the expertise of our EALD teacher. Springfield Lakes State School has a very small population of students who identify as Aboriginal and Torres Strait Islander background. A number of students are from defence force families and these students are supported by the Defence Force School Transition teacher aide. Approximately 5% of our student population have a verified disability. Springfield Lakes State School is an inclusive school with verified students learning alongside non-verified students in our classrooms. Verified students receive additional supported through our inclusion team.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	25	23
Year 4 – Year 6	26	25	24
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

The school's curriculum plan is organized across the terms. Each teaching team is responsible for the implementation and assessment of the Australian curriculum and are guided and supported by the Head of Curriculum (HOC). The school's curriculum units have been locally contextualised. These curriculum units and their associated assessment tasks are aligned to the achievement standards that form part of the Australian Curriculum. The HOC conducts the school's quality assurance process to ensure that the rigor and intent of the Australian Curriculum are maintained.

Along with the implementation of the Australian curriculum, our school has

- Continued focus on Literacy and Numeracy
- Differentiated and inclusive curriculum philosophy
- Extension Program
- Support services:- STL&N, Inclusion Staff, SLP and GO
- Strings music program for years 3-6
- Instrumental music program for years 4-6
- Concert Band
- Inclusive Education Program
- Curriculum specialist teachers (Science, Music, Physical Education, LOTE Japanese)
- Increasing capacity for Information and Communication Technologies
- Well-resourced Resource Centre
- Year 1 swimming program
- Pre-Prep program

- Student Leadership Program
- Year 6-7 transition programs with Springfield Central High School and Woodcrest State College

Assessment

- Early Start (Literacy and Numeracy)
- PM Reading
- Fountas and Pinnell Reading
- NAPLAN
- PAT Maths
- Whole School Assessment Framework (Summative)

Co-curricular activities

- School Leadership
- Student Council
- Breakfast Club
- National Competitions
- Seasonal school sports activities
- Junior choir for years 2-3
- Senior choir for years 4-6
- Interschool sport including:- Gala day, District sports representation, cross country, Athletics
- Year 4-6 Camping programs. Including, Year 6 Canberra Tour & Leadership Camp.
- Pre-Prep program
- Prep transition program

How information and communication technologies are used to assist learning

Students (P-6) have access to networked computers and laptops, with iPads being used in the P-2 classrooms. A computer lab in the Resource Centre is available to all classes. Technology is integrated into teaching practices through individual computer use by students, Smart Boards and increasing flat screen tv usage in classrooms. A range of skills are taught to all students allowing them to access appropriate technologies as required. In 2018, our school continued a significant replacement and renewal of our school based computers and iPads for student usage. Within the Inclusion Hub, the students are able to access iPads and, or have, the opportunity to bring their own devices, according to their needs.

Social climate

Overview

The school Chaplaincy Program is recognized as a key component of the supportive school environment at Springfield Lakes State School. The Chaplain works alongside school staff, including the Guidance Officer and behaviour intervention teacher, to provide pastoral care for our students, staff and parent community.

School Wide Positive Behaviour for Learning (SWPBL) enables the school to implement a clearly articulated set of expectations taught to all students with a focus on positive recognition of student success when following the school's expectations. Students are taught about emotions and self-regulation as part of our Zones of Regulation program. Students, staff and parents are expected to be co-operative, peaceful and respectful when on school grounds.

Springfield Lakes State School is a warm, friendly school with a sense of community pride in our students and their achievements. As a celebration of successful behaviour, the school has continued to implement a celebration day for students and staff to celebrate being cooperative, peaceful and respectful at the end of each term. There is an

additional celebration day at the end of the school year for all students who have demonstrated an exceptional standard of behaviour. .

Our school has a Defence Force School Mentor who supports Australian Defence Force families.

Activities such as Grandparents' and Special Friends Day, the celebration of Harmony Day/NAIDOC, Under 8s Day, school athletics carnivals and the end of year awards ceremonies are always annual highlights of our school calendar and are well attended with obvious community and school support for and pride in our school.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	89%	90%	91%
• this is a good school (S2035)	90%	88%	90%
• their child likes being at this school* (S2001)	96%	87%	97%
• their child feels safe at this school* (S2002)	94%	89%	93%
• their child's learning needs are being met at this school* (S2003)	83%	86%	91%
• their child is making good progress at this school* (S2004)	87%	88%	91%
• teachers at this school expect their child to do his or her best* (S2005)	96%	95%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	89%	90%
• teachers at this school motivate their child to learn* (S2007)	87%	90%	93%
• teachers at this school treat students fairly* (S2008)	90%	85%	88%
• they can talk to their child's teachers about their concerns* (S2009)	90%	93%	97%
• this school works with them to support their child's learning* (S2010)	85%	89%	90%
• this school takes parents' opinions seriously* (S2011)	85%	76%	87%
• student behaviour is well managed at this school* (S2012)	76%	76%	80%
• this school looks for ways to improve* (S2013)	87%	84%	90%
• this school is well maintained* (S2014)	90%	85%	88%

* 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)	94%	93%	92%
• they like being at their school* (S2036)	92%	90%	88%
• they feel safe at their school* (S2037)	91%	82%	85%
• their teachers motivate them to learn* (S2038)	96%	96%	98%
• their teachers expect them to do their best* (S2039)	98%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	88%	93%
• teachers treat students fairly at their school* (S2041)	87%	77%	87%
• they can talk to their teachers about their concerns* (S2042)	91%	83%	83%
• their school takes students' opinions seriously* (S2043)	86%	78%	87%

Percentage of students who agree# that:	2016	2017	2018
• student behaviour is well managed at their school* (S2044)	69%	64%	67%
• their school looks for ways to improve* (S2045)	93%	95%	93%
• their school is well maintained* (S2046)	85%	75%	79%
• their school gives them opportunities to do interesting things* (S2047)	91%	89%	88%

* 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)	90%	86%	95%
• they feel that their school is a safe place in which to work (S2070)	97%	87%	94%
• they receive useful feedback about their work at their school (S2071)	82%	80%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	90%	97%
• students are encouraged to do their best at their school (S2072)	95%	92%	98%
• students are treated fairly at their school (S2073)	90%	87%	92%
• student behaviour is well managed at their school (S2074)	85%	75%	78%
• staff are well supported at their school (S2075)	84%	77%	86%
• their school takes staff opinions seriously (S2076)	79%	77%	83%
• their school looks for ways to improve (S2077)	90%	84%	89%
• their school is well maintained (S2078)	92%	84%	90%
• their school gives them opportunities to do interesting things (S2079)	77%	80%	83%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Springfield Lakes State School parents are involved as partners in their children's education through the development of positive and supportive relationships at both the individual teacher-parent level and the collective whole school approach. Parents are encouraged to access classroom programs, regular dialogue and reporting sessions, school committees and associations and Parents and Citizens Committee meetings as well as through participation in individual class programs.

Springfield Lakes State School actively promotes parental involvement within our school and values the strong partnerships with parents. The fortnightly newsletter, school parades, website, class bulletins and an open door approach have kept families informed and ensured a high level of participation.

Springfield Lakes State School also runs a pre-prep program from the community centre. This involves parents in many different parent information programs while their pre-prep children learn early oral language, early numeracy skills and social skills.

Respectful relationships education programs

The School utilizes School Wide Positive Behaviour for Learning as a framework for achieving its aspiration of high level student behaviour and maximized student learning.

At the beginning of each school year (Pupil Free Days), staff participate in the online tutorials that form the basis of the mandatory training for staff. This training centers on the Code of Conduct, student protection and CARA. The Responsible Behaviour Policy is also reviewed in order to ensure a consistent understanding of the expectations related to:

- School Wide Positive Behaviour for Learning
- Anti-Bullying Awareness Program
- Zones of Regulations
- Behaviour Matrix (Minor and Major behaviours)
- Growth Mindset

All staff develop and refine practices with the students that help to establish a safe, respectful learning environments. The school has developed and implemented processes that focus on appropriate, respectful and healthy relationships.

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	31	32	44
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 the school's annual utilities expenses and usage rates. Springfield Lakes State School responsibly uses this utilities and facilities information as a source to implement strategies to reduce usage. Significantly, this is around the efficient setting of air conditioning temperatures and the maintenance of school taps to minimize waste. The school encourages all staff to support recycling of paper and cardboard.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	241,850	241,459	249,954
Water (kL)	1,193	2,044	1,438

Note:

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

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

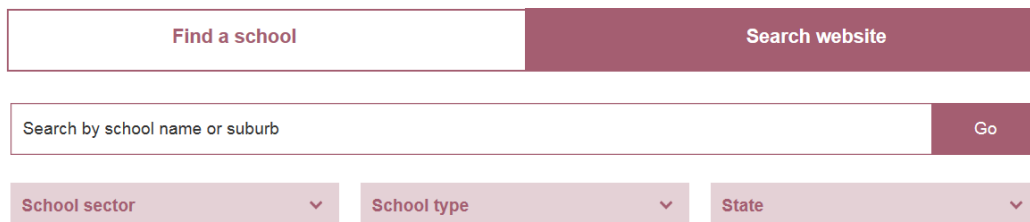
School funding

School income broken down by funding source

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

How to access our income details

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



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	77	42	<5
Full-time equivalents	69	28	<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	5
Graduate Diploma etc.*	11
Bachelor degree	55
Diploma	6
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 \$64 371.52

The major professional development initiatives are as follows:

- Cohort Interaction Days
- Curriculum Planning
- The Teaching of Reading (Guided Reading and Comprehension Strategies)
- Mathematics – Problem Solving Assessment Tasks and Curriculum Planning
- School Wide Positive Behaviour for Learning and Zones of Regulations
- Teacher Release Days
- Coaching and Mentoring
- Teacher Aides
- Inclusion
- First aid
- Non-violent crisis intervention

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%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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%	94%	93%
Attendance rate for Indigenous** students at this school	93%	92%	94%

* 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%	95%	93%
Year 1	93%	94%	92%
Year 2	93%	93%	93%
Year 3	93%	93%	94%
Year 4	93%	94%	94%
Year 5	93%	92%	93%
Year 6	92%	93%	93%

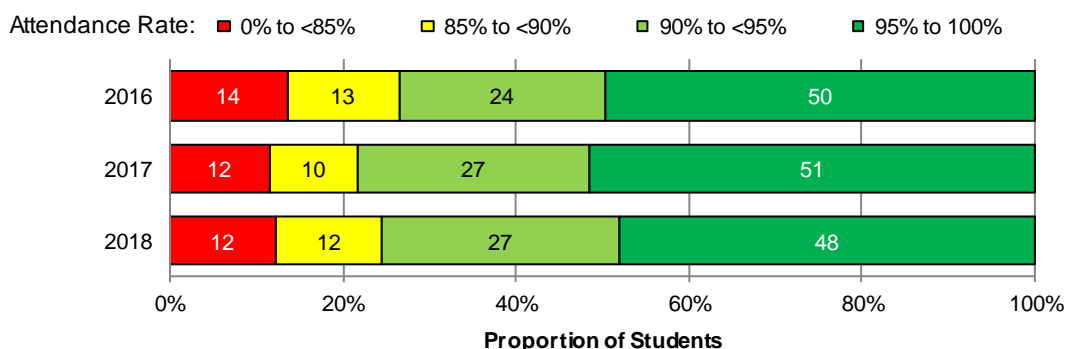
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Springfield Lakes State School has an expectation that students will attend and participate in the program of instruction every day of the school year, except when factors such as illness, serious family matters or important appointments cause an absence.

Teachers

- keep twice daily attendance records in accordance with DET roll marking procedures
- monitor student attendance and keep all electronic or written parent notes explaining absences
- contact parents/carers when student is away for 3 consecutive days and notify line-manager

Leadership Team

- follow up with parents/carers of children with high absences
- keep records and analysis of absence data
- are responsible for promoting attendance at school
- reward and recognizing excellent attendance through a variety of strategies.
- implement the School's Attendance Policy and Procedures.

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.