



Jindalee State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	114 Burrendah Road Jindalee 4074
Phone	(07) 3725 5777
Fax	(07) 3725 5700
Email	principal@jindaleess.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	Janine Leach

From the Principal

School overview

School Vision: *Creating a clever future today.*

Belief Statement: At Jindalee State School we believe all students of all abilities, are entitled to a high quality education through the provision of a supportive, caring and inclusive environment. We aspire to develop resilient, persistent and innovative learners.

Jindalee State School is a co-educational Queensland state government Prep to Grade 6 school with an enrolment of 826 students. There is a consistent enrolment interest for places and this is being managed through the school's Enrolment Management Plan. The students are predominantly from the local and near suburbs with international students also currently enrolled. A program for students with disabilities operates inclusively in the school. The school strictly adheres to the requirements of the Australian Curriculum. A Bring Your Own Device program operates within the school from Years 2-6. Jindalee State School is a Positive Behaviour for Learning School, with the introduction of this behaviour system rolling out over the 2018 school year. Our students are active participants in the school community, engaging in cultural, sporting, music, leadership roles and external community events. In addition, Jindalee State School genuinely engages parents as partners in their children's education. Visit the school website.

<https://jindaleess.eq.edu.au/Pages/default.aspx>

School Progress towards its goals in 2018

2018 School Improvement Agenda Strategies and Actions	Progress Made
Writing and Spelling	
• Engage staff in relative professional development and coaching	Achieved
• Implementation of completed Spelling Program	Ongoing
• Target students for support and extension	Achieved
Positive Behaviour for Learning	
• Engage all staff in professional development	Achieved
• Enact PBL in stages across the school year	Achieved
• Engage parents as stakeholders	Ongoing
3-Tiered Student Support Model	
• Provide support to students with trauma backgrounds	Ongoing
• Revise and refine the 3-Tiered Support Model – Tiers 2 & 3	Achieved
• Parent communication	Achieved

Future outlook

The school has a defined and succinct Improvement Agenda for 2019. Actions, targets and timelines for each strategy are located in the 2019 Annual Implementation Plan or the school website or as per the link below.

Improvement priorities and goals for 2019 include:

1. Writing

- Professional development and feedback
- Data conversations
- Unpack spelling program

2. Learning Support

- Effective use of data to identify student support
- Learning support reform; including transparency of process
- Implement and refine documentation processes for support

3. Whole school model of student support

- Monitor the 3-tiered support model – Tiers 1, 2 & 3
- Parent communication

Targets and timelines and your proposed strategies for achieving these:

- 2019 Annual Implementation Plan
- <https://jindaleess.eq.edu.au/Supportandresources/Formsanddocuments/Documents/Admin/Annual%20Implementation%20Plan/Jindalee%20State%20School%20AIP%202019.pdf>

Plans for the future:

- 2019 Quadrennial School Review
- 2019 School Improvement Unit Review
- Development of School Strategic Plan 2020 – 2023

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	794	818	814
Girls	392	400	380
Boys	402	418	434
Indigenous	18	14	17
Enrolment continuity (Feb. – Nov.)	97%	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

Jindalee State School's ICSEA was 1113, which is in the 89th Percentile. The school body is comprised overall of high and very high performing students. Enrolment continuity is high.

Parents actively engage with the school through various avenues and are supportive of their children's education and progress at school. The number of children from an English as an Additional Language or Dialect was approximately 20% (165 students). Our Indigenous population of 13 students, remains a small percentage of our overall student population.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	26	27	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 teaching and learning is informed by the Department of Education's '[P-12 curriculum, assessment and reporting framework](#)', which specifies the requirements for each Queensland state school in delivering the curriculum from Prep to Year 12. This framework reflects [Every Student Succeeding - State Schools Strategy 2019-2023](#), and is based on the assumption that every student can progress and learn, and that catering to individual learning needs is paramount to effective teaching.

Jindalee State School teaches, assesses and reports on the Australian Curriculum. The Australian Curriculum consists of eight learning areas, seven general capabilities and three cross-curricula priorities for students from Prep to Year 10.

Learning Area/ Subject	General Capabilities	Cross-curricula Priorities
<ul style="list-style-type: none"> English Mathematics Science HASS (Humanities and Social Sciences) The Arts Languages (Chinese) Health and Physical Education Technologies (Design and Technologies, Digital Technologies) 	<ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability Critical and creative Thinking Personal and Social Capability Ethical Understanding Intercultural Understanding 	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability

Jindalee State School utilises, adopts and implements resources from Curriculum into the Classroom (C2C) to support the implementation of the Australian Curriculum and ensure consistency and rigour across the school.

At Jindalee State School *Explicit Instruction* is the structured, systematic and effective methodology for teaching new concepts and skills. *Explicit Instruction* lessons are categorised by a series of distinct phases. It is every teacher's business to ensure that every student leaves the lesson knowing the critical content.

Co-curricular activities

Jindalee State School has an extensive co-curricular and extra-curricular program, designed to supplement and complement our school-wide curriculum. These activities enrich and extend the learning and cultural experiences of our students.

At Jindalee State School, the following activities are included in our co-curricular and extra-curricular program:

<ul style="list-style-type: none">• Choirs and Choral Program• Marimba Band• Junior and Senior Strings Ensemble• Junior and Senior Band• Tournament of Minds• Math Teams Challenge• International Student Program• Writer's Club• Reader's Cup• Cyber Safety• Soccer• Softball• Touch Football / Flag Tag• Netball• Cricket• Australian Rugby League• Active School Travel• Cycle Skills• Tech Crew• BYOD Lead Students• Student Leader Program• Student Council• Grandparent's and Special Friend's Day• Harmony Week• National Day of Action against Bullying and Violence• Daniel Morcombe Day	<ul style="list-style-type: none">• Chess Squad• Coding and Robotics Club• Music Showcase• Music Concert Night• District and Regional sports• Camps• Excursions and Incursions• Homework Club• Maths Support Club• Human Relations• Transition Program Year 6 to High School• Transition Program Year 5 programs (science, writing, leadership)• National Science Week – Cluster Science Expo• ICAS National Test Program• Literacy Festival (aligned to Book Week)• Chinese Excellence Day for Year 6• Student Discos• Christmas Carols Night• Free Dress Days (Charity fundraisers, theme days)• Graduation Ceremony• Investiture Ceremony
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How information and communication technologies are used to assist learning

How Digital Technologies are used to Motivate and Extend Learning

Jindalee State School values the importance of being digitally literate and connected, preparing our students to contribute confidently, effectively and innovatively within local and global communities. Students explore and use digital technologies in both formal teaching and learning situations and extra-curricular opportunities.

Jindalee State School is committed to exploring and implementing innovative ways to support our students and teachers to use digital technologies in their teaching and learning. As part of the Australian Curriculum - Digital Technologies, our learning programs aim to develop our students problem solving and collaborative skills, to not only encourage our students to be effective users of technology but also creators of digital solutions.

Jindalee State School is a BYOD (Bring Your Own Device) school for Years 2-6 where students use iPads and/or laptops to develop student general capability with ICT and to create digital solutions. Prep and Year 1 students have access to school owned iPads and laptops.

The school supports the development of teacher pedagogy and digital learning programs via the employment of a Digital Learning Co-ordinator who provides a variety of coaching, mentoring and modelling opportunities for teachers and students. The Digital Learning Co-ordinator is also responsible for the delivery of extra-curricular activities including STEM programs that motivate and extend student learning. Jindalee has been able to provide a specific learning environment to facilitate activities that encourage engagement into real life situations/ problems allowing for wider-student involvement.

Social climate

Overview

The Jindalee State School community has a distinctive approach to developing relationships and partnerships. In 2018, this was brought about by the development of the 3 school-wide expectations: *Be safe, Be respectful and Be a learner*, by a more considered approach to building relationships and through the ongoing efforts of all members of the school community. We are further developing as a caring and nurturing community where all members are supported to achieve their goals. Behind the scenes, throughout 2018, the school continued to review the whole-school processes around managing and supporting behaviour through *Positive Behaviour for Learning*. Our school also has a Chaplain working with our community to develop our values education and social skilling. During 2018 the school conducted a leadership program for Year 6 students.

School decision making is collaborative and provides for everyone to have a say through the Parents' and Citizens' Association and our School and Student Councils. Students and parents reported overwhelmingly that Jindalee is a good school where they feel safe and are satisfied that the students are receiving a good education.

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)	99%	97%	97%
• this is a good school (S2035)	95%	97%	96%
• their child likes being at this school* (S2001)	99%	97%	100%
• their child feels safe at this school* (S2002)	99%	98%	100%
• their child's learning needs are being met at this school* (S2003)	95%	94%	93%
• their child is making good progress at this school* (S2004)	96%	95%	96%
• teachers at this school expect their child to do his or her best* (S2005)	99%	98%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	96%	95%	90%
• teachers at this school treat students fairly* (S2008)	96%	92%	96%
• they can talk to their child's teachers about their concerns* (S2009)	98%	98%	92%
• this school works with them to support their child's learning* (S2010)	96%	97%	89%
• this school takes parents' opinions seriously* (S2011)	91%	90%	90%
• student behaviour is well managed at this school* (S2012)	95%	89%	97%
• this school looks for ways to improve* (S2013)	95%	94%	96%
• this school is well maintained* (S2014)	93%	92%	90%

* 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%	96%	95%
• they like being at their school* (S2036)	99%	93%	94%
• they feel safe at their school* (S2037)	97%	94%	97%
• their teachers motivate them to learn* (S2038)	98%	93%	96%
• their teachers expect them to do their best* (S2039)	100%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	94%
• teachers treat students fairly at their school* (S2041)	91%	91%	84%
• they can talk to their teachers about their concerns* (S2042)	93%	87%	91%
• their school takes students' opinions seriously* (S2043)	84%	83%	82%
• student behaviour is well managed at their school* (S2044)	88%	86%	84%
• their school looks for ways to improve* (S2045)	91%	94%	97%
• their school is well maintained* (S2046)	91%	82%	87%
• their school gives them opportunities to do interesting things* (S2047)	98%	91%	93%

* 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)	93%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	98%
• they receive useful feedback about their work at their school (S2071)	78%	82%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	91%	89%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	94%	93%	98%
• student behaviour is well managed at their school (S2074)	91%	89%	100%
• staff are well supported at their school (S2075)	87%	93%	87%
• their school takes staff opinions seriously (S2076)	83%	83%	86%
• their school looks for ways to improve (S2077)	98%	98%	100%
• their school is well maintained (S2078)	91%	87%	96%
• their school gives them opportunities to do interesting things (S2079)	91%	91%	96%

* 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

At Jindalee State School, parents and families are recognised as integral members of the school community and partners in their children's education. Positive, supportive and productive relationships are developed at both individual teacher-parent and collaborative whole-school levels, with communication focused on student learning and wellbeing.

The school provides the families with a variety of methods of communication, both formally and informally, to ensure families feel welcome, valued, included and informed.

The school takes the opportunities to communicate and engage with new and prospective families prior to the commencement of their enrolments through regular Information and Orientation Sessions, allowing the families to tour the school, view current students' work and experience how the school operates. During these sessions, parents are provided with the information, ideas and strategies to encourage collaboration and partnerships to directly assist in supporting their child's learning. New parents and students are invited to attend an enrolment interview where transition statements, transfer notes and any other information are discussed to address the diverse needs. Parents are encouraged to share their knowledge, aspirations and concerns with their child's teacher in order to provide timely and appropriate support.

Parent-teacher information sessions are held at the beginning of each school year. Parents are encouraged to attend these sessions to meet the child's teacher and familiarise themselves with the classroom routines and expectations, establishing a reciprocal commitment from school and parents to work together to influence student learning. As learning is not limited to the classroom, these sessions allow parents to identify ways they can help their children at home to improve student outcomes, e.g. practical activities and strategies to improve literacy and numeracy outcomes.

School assemblies are held fortnightly and are used to showcase and celebrate student success and talent across a range of areas. Parent attendance is highly encouraged at these times. Special assemblies are held for ANZAD Day, Education Week, Easter Hat Parade, Early Years Day, Literacy/Numeracy/Science Weeks and Year 6 Graduation, and are highly regarded in the school community.

The school offers parent teacher interviews twice a year. During these sessions teachers communicate with parents to provide information about where students are up to in their learning, what progress they have made over time and what they might do to support their children's further learning. Formal report cards are issued at the end of each semester to report on student learning against the relevant achievement standards.

The school provides a variety of workshops or information sessions on commonly asked queries, e.g. Bring Your Own Device programs, Support-A-Reader, transitions to Prep/ High School, excursions (e.g. trip to Canberra) to ensure parents and community are well-informed and have up-to-date information available to them.

The Parents and Citizens Association consists of interested parents and citizens who oversee service operations such as the Tuckshop, Uniform Shop, Out of Hours School Care, as well as fundraising. The P & C Association committee holds regular monthly meetings, encouraging active participation. The School Council is another school decision-making group.

Parents are invited to volunteer in a range of practical ways, both in the classroom and within the school. Many parents provide valuable support on a daily basis, e.g. changing home readers, helping during class learning rotations, attending school excursions, catering for school events and accompanying students to sporting and extra-curricular activities.

Parents are actively involved in the process to meet the diverse needs of their children through school adjustments, when applicable. Initial and review meetings are held regularly to ensure the inclusion of all students. Through the school's Whole School Model of Student Support, parents are consulted and Personalised Learning Plans are created to cater for the diverse needs of students requiring adjusted practices. Support Provisions for academic, emotional, resilience and social needs are formally recorded and discussed with parents prior to enactment. Individual Curriculum Plans are prepared and updated each semester to allow for individual curriculum adjustments for students with learning needs.

Students who receive support through the Special Education Program are regularly monitored and receive additional timetabled support from teachers and teacher aides, when required. Students have access to specialised support of Occupations Therapists, Psychologists, Speech Language Pathologists and Guidance Officer to address the learning needs and styles of all students.

The school has established relationships with wider community organisations, including disability, welfare and family organisations to access expertise and perspectives that support improved learning and wellbeing outcomes for all students.

- Adopt-A –Cop
- Child Safety
- Government Officials
- Parent Contacts

The school seeks feedback from students and families through the Department of Education School Opinion Surveys which provide valuable data to reflect on the effectiveness of student, staff and parent and community engagement and influence school decisions to improve all student outcomes.

Respectful relationships education program

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Resilience is included as a topic addressed through targeted group activities when applicable. Cyber-safety and personal safety continue to be addressed in conjunction with our school Adopt-A-Cop. The school Chaplain works with students to provide resilience building activities and pastoral care when requested by parents. Respectful relationships education is taught directly through the Health curriculum.

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	20	19	14
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

Jindalee State School has a whole school curriculum framework that supports an Environmental Education philosophy that focusses on students discovering sustainable connections between self, others and place. We believe that it is not only our personal achievements and activities that define us but also our extended relationships to other people, creatures and places. It is our aim to engage students in forms of deep learning that give them the skills to move through their own sustainability transition to develop a strong sense of place and act with compassion, responsibility and creativity in the world.

Every effort is made to reduce the amount of electricity and water used by the school. However, in 2017/18 a significant concealed water leak (detected and rectified in February 2018) meant water consumption was immense. Investigating leak detector meters in 2019.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	260,384	261,372	256,854
Water (kL)		5,577	9,333

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

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

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	70	32	<5
Full-time equivalents	57	22	<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	0
Masters	5
Graduate Diploma etc.*	5
Bachelor degree	46
Diploma	10
Certificate	0

*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 \$ 22 634.62. .

The major professional development initiatives are as follows:

- Lyn Sharrat – Leadership, Curriculum and Learning

- Curriculum Forum
- Sheena Cameron Writing Focus
- Multi- Lit Program
- Non – Violent Crisis Intervention
- STEM – Science, Technology, Engineering and Mathematics
- QELI – QLD Educational Leadership Institute
- Aspiring Leaders
- RBA – Pillars of Learning
- Coaching

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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	95%	95%	95%
Attendance rate for Indigenous** students at this school	91%	91%	91%

* 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

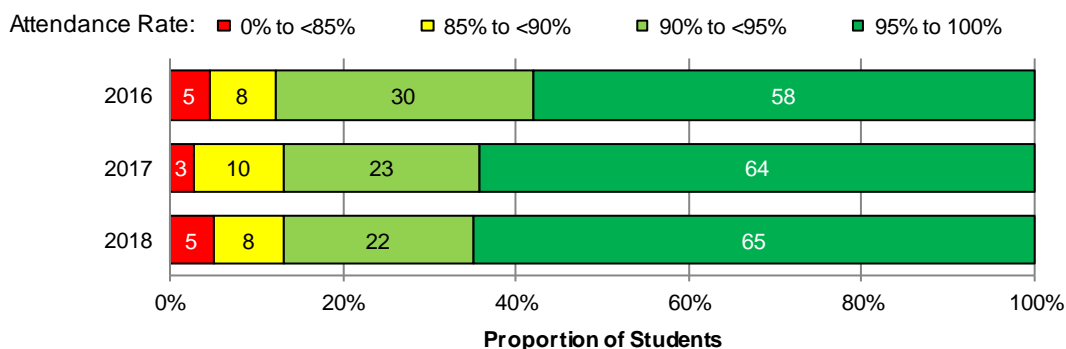
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	94%	95%	95%	Year 7			
Year 1	94%	95%	95%	Year 8			
Year 2	95%	96%	95%	Year 9			
Year 3	95%	96%	95%	Year 10			
Year 4	95%	95%	96%	Year 11			
Year 5	96%	95%	94%	Year 12			
Year 6	95%	96%	95%				

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.

Teachers mark attendance rolls twice per day. Non-attendance is coded for entry and subsequent analysis depending on whether it is a full day absence, late arrival, daily departure, vacation, illness or some other reason for the absence. Each morning by 10am parents are notified by text message if their child is absent from school if the school has not been notified otherwise.

Students with unexplained absences greater than three days are reported to school Administration and follow-up with parents or carers is undertaken. Subsequent actions are managed on a case-by-case basis. Students on long periods of vacation leave are asked to complete a program of work negotiated with parents or carers.

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		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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
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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.