Bauple State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Bauple State School is a small Band 6 school and is full of tradition and values. Our school is the major foci of the Bauple Community. We have implemented a new Curriculum Plan for Small Schools and QCAR which encompasses Essential Learnings in our Units of Work. Communication between school and home is at the forefront of our delivery of educational reforms. We continue to engage our students in quality learning episodes that reflect real life skills and experiences. Bauple State School continues to develop Confidence, Persistence, Organisation, Getting Along and Resilience. We encourage all members of our school community to take pride in our school and to feel valued and respected. Our caring staff demonstrates their capacity to achieve quality outcomes for students. A high percentage of our students, staff and parents believe our school is safe and that they are treated fairly. Our school is a good school. Our Motto is 'ONLY OUR BEST'.

This report reflects our school performance in 2018, the school profile, social climate and curriculum offerings to promote positive and productive student learning outcomes for each student. Bauple State School staff members and students are committed to maximising achievement in all Key Learning Areas with a large emphasis on the subject areas: English, Mathematics and Science.

The Bauple State School Annual Report identifies key information relating to our school as at the conclusion of the 2018 school year.

School progress towards its goals in 2018

Bauple State School achieved success in the target areas established as a priority focus in the 2018 school year. The target areas were focused on achievement in the areas of: School and Community Partnerships, School Curriculum, Teaching Practice and Principal Leadership and School Capability.

School and Community Partnerships
- Maintaining relationships with local community secondary schools to prepare students for the introduction of Year 6 students transitioning into the secondary school system at the conclusion of the 2018 school year.
- Working collaboratively to support e-Kindy for young learners in our community. This involved hosting visits for an e-Kindy student during the 2018 school year. We were successful with our submission during Term 4, 2018, to host an e-Kindy Pod for the 2019 year.
- Enacting components of the Parent and Community Engagement Framework to develop and implement educational initiatives in collaboration with community residents and businesses that will enhance student learning opportunities.

School Curriculum
- Implementation of the Australian Curriculum and the Education Queensland C2C Units of Work in the Key Learning Areas of: English, Mathematics, Science, History and Geography. All classes are successfully implementing the English, Mathematics, Science, HASS (National Curriculum) using the C2C resources ensuring alignment with community expectations.
- Targeting effective teaching practices to implement improvement strategies in NAPLAN student achievements in Literacy, Numeracy and achievement in the Upper Two Bands (U2B). Positive improvements across all assessable year levels were evident in 2018.

Teaching Practice
The continued school development of a pedagogical framework based on the Art and Science of Teaching (ASOT) framework. School wide implementation of a Balanced Reading Program enacting pedagogical practices in reading aligned across the school.

Principal Leadership and School Capability
All teaching and non-teaching staff members have participated in completing their Developing Performance Framework Plans, aligning them to the individual staff needs and school priorities outlined in strategic and systematic plans.
An Internal Audit of school operations delivered positive feedback to school staff and administration officers regarding school operations, effective practices and employment performance.

Future outlook

In 2019, the Bauple State School community will continue to focus on student learning outcomes through the implementation of a whole school inclusive curriculum targeting strong educational development in ACARA priority areas: English, Mathematics, Science, History and Geography.

As outlined in the 2019 Annual Implementation Plan, our priority area is; Reading comprehension. Significant teaching and learning will focus on literacies across all curriculum areas. Teachers will deliver this key priority in a focused and meaningful way through ACARA cross curriculum content and strands.

In the 2019 school year we will target improvement in Reading Comprehension through Australian Curriculum –

- Building leadership capacity,
- Building teacher capacity,
- Developing successful learners,
- Improving school performance,
- Enabling local decision making.

Present 2019 data shows students have increased their reading levels. This has been achieved through: teacher and teacher aide professional development, the implementation of Daily Rapid Reading and the Gradual Release Model of reading, improving students' phonological awareness and oral language skills.

1. Creating successful learners through the implementation of the Australian Curriculum and the Education Queensland C2C Units of Work in the Key Learning Areas of: English, Mathematics, Science, HASS.

2. Analysing NAPLAN data to inform teacher offerings and to strengthen student Literacy and Numeracy results across the whole school and improve student achievement in the Upper 2 Bands of NAPLAN achievement.

3. Implementing a whole school targeted reading skills development intervention program focusing on the academic needs of each individual student. The daily 'Rapid Reading' program will target the individualised reading skill development and academic needs of each student enrolled in Year 1- Year 6.

4. Implementing and embedding the Developing Performance Review with all staff members (teaching and non-teaching) to ensure an alignment to school priorities and individual staff member needs.

5. Developing and enacting a pedagogical framework based on the Art and Science of Teaching model of instruction.

6. Further developing the whole school pedagogical framework to align with the school improvement plan with a continued focus on targeted Key Learning Areas.

7. Maintaining community partnerships and establishing productive relationships with members of the wider community. Enacting the Parent and Community Engagement Strategy to maximise opportunities for Bauple State School students.

8. Continuing to implement recommendations from the most recent School Review 2017 and Internal Financial and Operations Audit (2014) to develop strategies that will strengthen our school practices and performance.

9. Promoting parent/carer opportunities to engage in school based activities and to encourage parent/carer input into the learning opportunities offered as a part of their child's education at Bauple State School.

10. Articulating a whole school improvement agenda that is shared and known by all key stakeholders in the school community and overtly and rigorously enacted.

11. Implementing a whole school focused strategy on student attendance rates and student retention rates. Bauple State School will strongly support the DET 'Every Day Counts' attendance initiative for enrolled students.

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	41	47	36
Girls	17	25	20
Boys	24	22	16
Indigenous	3	5	8
Enrolment continuity (Feb. – Nov.)	87%	85%	75%

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

Overview

Throughout the 2018 school year, Bauple State School had an enrolled student population of 36 students. As at August 2018, 16 male students and 20 female students attended Bauple State School in the 2018 school year. Our enrolment pattern has seen some changes over the past few years but since 2017 our student population has stabilised. Students at Bauple State School represent a wide variety and diverse range of socio-economic, ethnic, cultural and religious backgrounds. Our students belong to a strong, supportive and vibrant rural community. When designing curriculum programs, teachers consider the values and beliefs of the students' backgrounds and their individual learning needs as well as the curriculum. The P&C Association is very active and highly supportive of the students in the school and we are very proud of the sense of community and acceptance that welcomes all students and families to the school and enables each student to achieve their goals.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	20
Year 4 – Year 6		18	17
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

In 2018 Bauple State School offered an inclusive multi-age curriculum program from Prep to Year 6 for 37 students, covering all 8 Key Learning Areas. Teachers adopt and adapt C2C Australian Curriculum resources to suit student enrolment numbers and academic needs per year level.
Bauple State School has access to specialist support staff including Physical Education, Music, Languages - German, Literacy/Numeracy Support Programs, and Students with Disabilities teachers in addition to access for Speech Pathologist and Guidance Officer and Advisory Visiting Teachers. Furthermore, we promote the benefits of differentiated small group work within a multi-age environment.

Every year Bauple State School joins with other local cluster schools to compete in the Maryborough Small School Athletics Carnival. This event is the culmination of our sports focused lessons and annual school based sports carnival.

Co-curricular activities

At Bauple State School we believe that student participation in extracurricular activities promotes greater achievements in the curriculum program offered for engagement by all students. In 2018, our students were provided with the opportunity to engage in:
- ANZAC Day March – Tiaro
- Bauple Community Events such as Bauple Nut Bash – Celebrating our local community
- Tiaro Arts and Crafts
- Under 8s' Activities Day
- NAIDOC Day and Reconciliation Week Activities
- High School Transition Program (Big Day Out)
- Maryborough Reading Challenge
- Maryborough Eisteddfod
- E-Kindy weekly sessions
- A variety of school excursions for all year levels
- Questacon – Science incursion
- 'Kids to Kangaroos' Rugby League Skills Development Program
- 'Auskick' Australian Rules football Skills Development Program
- Small School Cluster Swimming Carnival
- Sporting School's Grants activities – tennis, bowls
- Swimming Program at the Glenwood Swim and Gym
- Netball Carnival (Maryborough)
- Wide Bay Region Sporting Team Events – Rugby League, Soccer, Tennis, Netball, Cricket, Athletics and Softball

How information and communication technologies are used to assist learning

ICTs are integrated across the curriculum offered at Bauple State School. Student to computer ratio is 1:2 and learning experiences aim to utilise the range of technological resources available to all students. Electronic interactive Star Boards are installed in each classroom to enhance educational experiences and student learning opportunities.

Our Technology Resource Centre is extremely well resourced with the latest technology devices and modern computer systems. Laptop computers and Apple iPads are available for use and accessed by students in all year levels.

Students in Prep – Year 6 use ICTs to develop knowledge and understanding of ICTs as: research and information tools, publishing and presentation tools, communication tools and creative design tools. ICTs are also an essential resource for teacher use when used for: curriculum planning, teaching practices, conducting assessment and reporting student achievements.

Through classroom lessons and organised extra-curricular lunch break activities students have access to and engage in learning activities using: Bloggies (video/camera), digital cameras, hover cam, Bee bots and educational gaming systems.

Bauple State School has an accredited facilitator for Information and Communication Technologies and all teachers and teacher aides are capable and confident integrating ICT into their pedagogical practice.

Social climate

Overview

Bauple State School consists of 2 classrooms: a Prep / Year 1 / Year 2 / Year 3 and a Year 4 / Year 5 / Year 6 class. Classes break into three focus groups for the delivery of English: Prep / Year 1 / Year 2; a Year 3 / Year 4 and a Year 5 / Year 6. All staff members offer a high standard of professionalism and expect a high level of student engagement in learning experiences which strengthens the learning environment. A proactive behaviour management approach ensures a high standard of behaviour is expected at all times.

Teachers strive to establish a safe and supportive learning environment by building positive relationships with their students and by involving parents as partners in the learning experience. Teachers enact weekly B4L lessons (Behaviour for Learning). These lessons are based around the social skills program, You Can Do It. This is continued as the vehicle for learning the skill sets needed for building the foundation keys of Resilience, Getting Along, Confidence, Persistence and Organisation. Students are encouraged to give "Only Their Best" as they work towards celebration days each term. These celebration days are closely linked to the 5 Keys of Success in the "You Can Do It" program. The whole school "Do the Right Thing" tickets also align with school rules: Be Safe, Be Respectful, Be Resilient. The students, staff and P&C are supportive of the You Can Do It behaviour program embedded in school wide practices.

Staff members at Bauple State School provide all students with the opportunity to learn and develop in a safe, supportive and caring environment. Individual student needs are catered for when planning learning opportunities and specialist support staff members are consulted and utilised to offer all students the opportunity to maximise achievement and learning outcomes in a range of provided curriculum based and extra-curricular activities.

Bauple State School offers a Religious Instruction program which caters for many religious denominations and is an avenue for those students requiring pastoral care.

Through data collected from school opinion surveys, all students, parents/carers and staff members have expressed their overall satisfaction with Bauple State School being a safe and supportive learning environment for all students

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)	90%	100%	100%
• this is a good school (S2035)	90%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	90%	100%	100%
• their child is making good progress at this school* (S2004)	90%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	100%	100%	90%
• teachers at this school treat students fairly* (S2008)	90%	91%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	90%	100%	90%
• this school takes parents' opinions seriously* (S2011)	90%	100%	100%
• student behaviour is well managed at this school* (S2012)	80%	91%	90%
• this school looks for ways to improve* (S2013)	90%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	93%	100%
• they like being at their school* (S2036)	91%	87%	88%
• they feel safe at their school* (S2037)	100%	93%	100%
• their teachers motivate them to learn* (S2038)	100%	93%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	93%	100%
• their school takes students' opinions seriously* (S2043)	95%	100%	100%
• student behaviour is well managed at their school* (S2044)	95%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	93%	100%
• their school gives them opportunities to do interesting things* (S2047)	95%	93%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	80%
• 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%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	100%	90%	100%
• staff are well supported at their school (S2075)	100%	90%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Bauple State School encourages all parents to participate, where possible in fostering a love of learning with their children. Involvement in classrooms, home learning, assemblies, sports days, tuck-shop, excursions, gardening and working bees are highly valued at our school. Parents are invited to share their expertise amongst the school community and participate in day to day school activities. Monthly P&C meetings enable parent involvement in a variety of ways within the school. A fortnightly newsletter provides further information for parents regarding current events within the school. The school notice board, SMS messages and Facebook page are all used to effectively communicate with parents and the school community. The Bauple State School P & C Association is integral to the success of our school and school based community operations.

In Term 3 a 'Celebration of Learning' culminating activity is held where parents are invited into the classroom and students are encouraged to exhibit individual and collaborative work completed during the semester of studies. Students also perform concert items to parents and visitors at this event.

Parent/Teacher interviews are offered at the conclusion of Terms 1 and 3 in the school year. Written reports outlining student academic and social achievements are distributed to the parents/caregivers of each student at the conclusion of each Semester. Co-operative meetings are held with parents to address the learning needs of our diverse range of students.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. At Bauple State School we intend to grow strong, productive, respectful relationships with our learners through our whole school *"You Can Do It"* program and "*Daniel Morcombe Child Safety*" Curriculum.

The school implements the Bauple High Five to develop student centred ways to solve conflict with their peer within the classroom and playground. Regular updates are shared with the parents via the newsletter regarding Child Protection and Healthy Relationships Education.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	16	3
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

Students and staff are increasing aware of the methods undertaken to reduce the environmental footprint. He school has solar panels to reduce electricity consumption. All staff and students are aware of water management as a result of the school's reliance on tank water. 2 additional tanks were established to increase water collection. Tanks were also upgraded and repaired to further increase sustainability.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	17,792	19,119	26,336
Water (kL)			

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

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.

| 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	3	5	0
Full-time equivalents	2	3	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	2
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $8494.

The major professional development initiatives are as follows:

*   Sheena Cameron – Reading comprehension
*   Sheena Cameron and Louise Dempsey Oral Language
*   Dr Heggerty Phonemic Awareness
*   First Aid Training
*   WP&S Training
*   Child Protection Training
*   Code of Conduct Training

- Australian Curriculum Training
- Principal Business Meeting
- QLD State Conference - Leaders
- Pre and Post moderation / professional learning
- Finance Training
- Curriculum Road Show meetings
- Small School Network Meetings
- NCR Numeracy training
- One School Training
- Asthma Training
- Shunt Management and Care Training
- Midazolam Training

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.	98%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	88%
Attendance rate for Indigenous** students at this school	93%	93%	80%

* 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	94%	88%	84%
Year 1	87%	93%	89%
Year 2	93%	87%	68%
Year 3	90%	96%	88%
Year 4	92%	92%	94%
Year 5	74%	93%	88%
Year 6	94%	78%	92%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	20	14	18	48
2017	14	14	20	52
2018	29	12	22	37

Proportion of Students
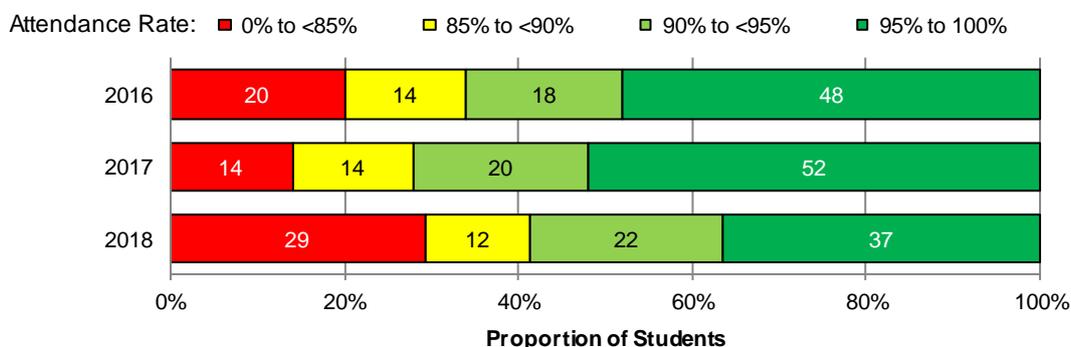
Description of how this school manages non-attendance

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.

Bauple State School student attendance rolls are accurately marked through the One School electronic roll marking application using a clearly outlined code by all classroom teachers under the supervision of the school principal. Bauple State School attendance rolls are marked twice in each school day (at the beginning of the school day and at the beginning of the afternoon learning session) to ensure student attendance is maintained for the duration of the whole school day.

Unexplained absences and prolonged absences result in the school principal or school Business Services Manager contacting parents/guardians to discuss the student absence from the school environment. Administration staff at Bauple State School will consult with North Coast Regional Office personnel regarding

correct procedures to follow and implement in circumstances where intervention, due to student absence, is required.

Key strategies to increase attendance include;

- regular updates at P&C Meetings around student attendance data
- Parent meetings for below target attendance
- referral to community support agencies for families in need
- promotion of positive aspects of attendance in the newsletter
- celebration of attendance in awards

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/.
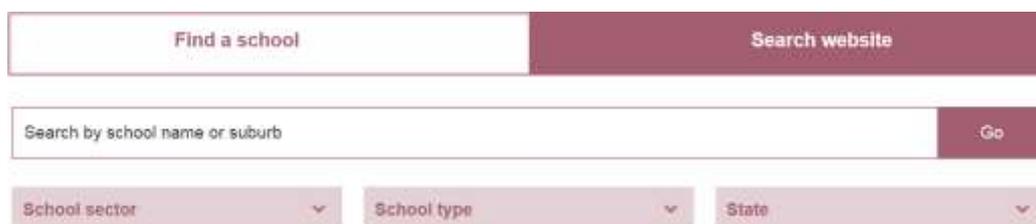
2. Enter the school name or suburb of the school you wish to search.

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.