



# Sunnybank State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

Postal address:	50 Eddington Street Sunnybank 4109
Phone:	(07) 3452 4888
Fax:	(07) 3452 4800
Email:	principal@sunnybanss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Principal

## School Overview

Sunnybank State Primary School is a coeducational school with both boys and girls in all year levels, Prep to Year 6. We are committed to the provision of high quality education that makes a positive difference to the lives of our students and we are well equipped to focus on their individual needs. Having fewer students than many nearby schools fosters a positive, family friendly atmosphere where we know the students well and can work with parents and carers to ensure successful outcomes for ALL students. Our school is tucked safely away in the leafy backstreets of Sunnybank and occupies 5.7 hectares, an entire block. The expansive grounds provide ample play opportunities for all ages and the play area per student enrolled ratio is significantly larger than any nearby school. We equip our students for the future to enable them to contribute to a socially, economically and culturally vibrant society. All Prep – Year 6 classrooms feature an interactive whiteboard and have a minimum of six desktop computers, with additional laptops available and one-to-one iPad for Yrs 4 to Yr6. Information and Communication Technologies (ICTs) are woven across all aspects of the curriculum. Our new library incorporates a multimedia room and the latest educational technologies. Sunnybank State Primary School is an inclusive school with a focus on HARMONY, supporting students from around the world. When the hall was opened in 2010 more than one hundred of our students at that time were born overseas, in 32 different countries. The school acknowledges the homelands of these students by displaying their flags in the hall, and is update each year thereafter. The school is also one of only a small number of state schools to be accredited by Education Queensland International, allowing us to provide a Queensland education to international students. There is good public transport available with both trains and buses nearby. Being bounded by four streets there is also ample street parking for cars. The school serves the communities of Macgregor, Sunnybank, Coopers Plains, Sunnybank Hills and Runcorn. There is wide social and cultural diversity across these communities which is reflected in the student population. Many students also travel from further afield to gain the benefits of attending a smaller school with very good facilities and resources. Since opening in 1959, our school has developed a fine reputation for academic, sporting and cultural pursuits. More than fifty years later we are still going from strength to strength. Instrumental Music is available with lessons by Education Queensland instructors offered in strings, percussion, brass and woodwind instruments. Private providers supplement this service with keyboard lessons available to those who choose to pay for them. Links with nearby Sunnybank State High School support our school's program and provide extension opportunities in Maths, Science and Drama.

# Principal's Foreword

## Introduction

Our Vision is Expanding Horizons: Our students will have success today for the world tomorrow.

Our school serves a diverse population in terms of culture and language backgrounds, socio economic background and learning needs. We are a multi-cultural school that prides ourselves on our inclusive practices acknowledging the needs of our whole school community. Since opening in 1959, our school has developed a fine reputation for academic, sporting and cultural pursuits.

The School Annual Report provides a summary of key responses undertaken by the school in its delivery of the school's 2017 Annual Implementation Plan. It is also an opportunity to recognise and celebrate the many positive events and achievements that occurred during 2017.

### School Progress towards its goals in 2017

<b>Teacher Quality in Reading</b>	
Continue to develop effective pedagogical practices in Reading	Implemented
Continue to Implement the Australian Curriculum – with a focus on Reading in other curriculum areas (Mathematics and Science)	Partially implemented
Further embed our coaching model (Master teacher and Literacy Coach) aligning to our improvement agenda	Implemented
Continue to deepen our analysis of Reading data (school diagnostic and NAPLAN) to track achievement and set targets across P-6. Whole school and class targets will continue to be set for NMS and Upper 2 Bands NAPLAN Reading aligned with performance indicators	Implemented
<b>Successful Learners – Analysis and Discussion of Data</b>	
Implement Case Management (Lyn Sharratt model) to embed whole school consistency around the discussion and analysis of data to drive teaching practice	Implemented
Embed the use of data walls as an integral tool to improving student outcomes aligned with Lyn Sharratt initiative	Partially implemented
Collect and analyse a variety of data, and track achievement in order to achieve set targets in Year 3 and 5	Implemented
<b>Teaching and Learning</b>	
Continue to develop a culture of improvement and positive feedback.	Implemented
Develop mentoring and coaching (embedding reading and moving to writing)	Implemented in reading
Continue Principal/ DP class visits/observations around a set of protocols for Reading and Writing	Implemented in reading
Continue to embed Positive Behaviour for Learning by implementing the strategic annual behaviour plan based on EBS and SET data.	Implemented
Commence a new whole school conflict resolution program (Bridge Builders) which links to our Positive Behaviour Learning framework	Partially implemented
<b>Indigenous perspectives incorporated in all aspects of the school</b>	
Monitor indigenous students through Student Welfare and Intervention Committee to further support identified student needs	Implemented

Continue participation in DET Solid Pathways Program	Implemented
Analyse and track achievement of Indigenous students in order to achieve set targets	Implemented
Develop Individual Curriculum Plans (ICP) where appropriate	Implemented
Continue to embed whole school yearly calendar of events involving the wider community	Implemented
Make connections with Sunnybank State High School to create an Indigenous buddy program	Not implemented
Further embed Indigenous external education programs such as 'Deadly Choices'	Implemented
<b>Leadership and Performance – High Quality Teaching Practices</b>	
Continue to build a culture of improvement, identifying needs, sharing practice, coaching and providing feedback about teacher pedagogy through Annual Performance Plans Framework	Implemented
Continue to develop teacher practice and pedagogy	Implemented
Develop collaborative practices including cohort team meetings, case management, coaching and mentoring and planning meetings	Implemented
<b>Information and Communication Technologies</b>	
Continue to embed our Inclusive Curriculum with the use of assistive technology (iPads) in all classrooms as a platform for differentiated teaching and learning	Implemented
Continue to further extend the iPad classes across the school (Year 4 & 5 moving into Year 6)	Implemented
Further extend the technical skills of teachers by offering extensive Oneschool PD sessions: Class Dashboard, Unit planning, class mark books, data analysis, as well as use of iPad apps that align to teaching and learning	Implemented
<b>School priority: EALD students</b>	
Continue to employ additional Teacher Aides and extra teacher time to support English as an Additional Language or Dialect students in the classroom and to target small groups and individuals based on need.	Implemented
Continue to further refine our Intervention programs (SLP, MiniLit, MultiLit, Reinforced Reading)	Implemented
Further embed 3a (Abecedarian Approach) oral language program into our Prep program and targeted EALD students	Implemented

## Future Outlook

<b>Teacher Quality in Reading</b>	
Effective Pedagogical Practices in Reading <ul style="list-style-type: none"> <li>• Further develop a consistent approach to reading instruction</li> <li>• Further develop teachers' capacity to use formative assessment to provide quality feedback to students</li> <li>• Further develop instructional coaching and peer to peer coaching</li> </ul>	Term 1-4 Term 1-4 Term 1-4
Systematic Curriculum in English – Consistent implementation of Australian Curriculum <ul style="list-style-type: none"> <li>• Continue year level teams to further enhance staff understanding of AC</li> <li>• Promote teacher understanding of how to reconstruct rubric/GTMJ</li> </ul>	Term 1-4 Planning sessions each term

<ul style="list-style-type: none"> <li>• Continue formalised process for school based and cluster based moderation</li> </ul>	Term 2- 4
<p>An Inclusive Curriculum: Differentiated Teaching and Learning in English</p> <ul style="list-style-type: none"> <li>• Build teacher capacity to develop a differentiated approach</li> </ul>	Term 1-4
Continue to work with EQI to provide quality Australian educational experience for International Students	Term 1-4
<b>Analysis and Discussion of Data</b>	
<p>Embed Data as an Integral Tool in Monitoring and Improving Student Outcomes</p> <ul style="list-style-type: none"> <li>• Further develop processes for online systematic collection, storage and retrieval of range of student outcome data</li> </ul>	Term 1-4
<p>Build a culture where effort is focused to evidence of outcomes for all students</p> <ul style="list-style-type: none"> <li>• Continue internal process of regular data collection, review and analysis</li> <li>• Further embed use of data walls</li> </ul>	Term 1-4 Term 1-4
<b>Successful Transitions</b>	
<p>Building partnerships within and beyond the school community</p> <ul style="list-style-type: none"> <li>• Collaborate with other schools to embed a cluster plan for successful transitions</li> </ul>	Term 1-4
<p>Develop a consistent approach to building oracy skills in the pre prep program and across the early years</p> <ul style="list-style-type: none"> <li>• Continue to implement the 3a (Abecedarian Approach)</li> </ul>	Term 1-4
<p>Increased enrolments</p> <ul style="list-style-type: none"> <li>• Positive relationships with prospective parents and local ECEC providers</li> </ul>	Term 1-4
<b>Leadership and Performance – High Quality Teaching Practices</b>	
<p>Develop a culture of reflective practice and improving teacher pedagogy</p> <ul style="list-style-type: none"> <li>• Continue to implement DPP with emphasis on pedagogy</li> <li>• Further embed instructional coaching and peer to peer observation framework</li> </ul>	Term 2-4 Term 2-4
<p>Build a culture of an educational community which demonstrates continuous sharing and learning together</p> <ul style="list-style-type: none"> <li>• Continue building effective professional learning teams that meet regularly</li> <li>• Continue to strengthen Executive team by refining and communicate roles and responsibilities</li> </ul>	Term 1-4 Term 1-4
<b>Successful Learner – A Culture that Promotes Learning</b>	
<p>Embed a whole school consistent approach to embedding positive behaviours for learning</p> <ul style="list-style-type: none"> <li>• Continue as a PBL school &amp; introduce the 'Bridge Builders' program as a whole school intervention to conflict resolution</li> </ul>	Term 1- 4

# Our School at a Glance

## School Profile

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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	324	170	154	17	87%
<b>2016</b>	349	178	171	21	87%
<b>2017</b>	340	168	172	16	91%

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

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

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

## Characteristics of the Student Body

### Overview

The school serves the communities of Macgregor, Sunnybank, Coopers Plains, Sunnybank Hills and Runcorn although approx. 13% students travel from much further away in order to enjoy the benefits the school provides. There is wide social and cultural diversity across these communities, which is reflected in the student population. The school is very multicultural with more than 110 students born overseas in more than 30 different countries and students main language varies with more than 40 languages identified. Many others have parents who were born overseas. 5% of students are Indigenous.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	24	22
Year 4 – Year 6	27	25	25
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Sunnybank State School's Pedagogical Framework is based on Fleming and Hattie. The framework is founded on both research and best practices. The school has introduced school wide pedagogical practices that are supported by our Head of Curriculum/Master teacher, Literacy Coach and teacher mentors to ensure consistency of practice within a strong professional learning community. We continue to implement the Australian Curriculum. Our improvement priority is the teaching and learning of Reading with a focus on whole school consistency. We target our resources to meet the needs of all students. In the classroom we provide quality curriculum programs, cooperative learning strategies, explicit instruction, goal setting and feedback to create an engaging environment.

### Our distinctive curriculum offerings



- Specialist teachers provide instruction in LOTE, PE and Music.
- Our LOTE is Mandarin.
- Individualised online learning using Mathletics and Reading Eggs websites.
- We participate in the UNIFY Project which provides extension opportunities via online learning.

### Co-curricular Activities

- Dance Spectacular, a dance program for all year levels in Term 2
- Instrumental Strings for students in year 3-6
- Instrumental Band for students in year 4-6
- Keyboard lessons
- Choir
- Learn to Swim opportunity for all Year levels, an every day program for two weeks in Term 4
- Year 5-6 enrichment activities with Sunnybank State High School including Drama, Science and Mathematics
- Interschool Sport Gala days for Rugby League, Soccer, Basketball, Netball and Touch
- Leadership program including Prep Teddies

### How Information and Communication Technologies are used to Assist Learning

The school's high speed fibre-optic internet connection allows 21st Century learning. ICTs provide stimulating learning environments and are required for information literacy. To this end, ICTs are embedded in all curriculum year levels. Students use ICTs, including the Internet, email, interactive whiteboards, laptops and iPads (one-to-one in Yrs 4, 5 & 6) in their learning activities across the curriculum. Every student has access to computers within the classroom and also the Resource Centre. Mobile laptops are available across the school to fully utilise the wireless classrooms.

## Social Climate

### Overview

Students at Sunnybank State School are expected to follow our ABC behaviour guide:

- Act safely
- Be respectful
- Care about learning

This approach is explicitly taught in classrooms and communicated to all via assemblies, school newsletters and classroom posters. Wellbeing is a school priority and school staff are supported by the work of a chaplain who assists with Breakfast Club and organises a wide range of activities.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
<b>Percentage of parents/caregivers who agree<sup>#</sup> that:</b>			
their child is getting a good education at school (S2016)	90%	96%	97%
this is a good school (S2035)	90%	96%	97%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	93%	100%
their child's learning needs are being met at this school* (S2003)	95%	93%	93%
their child is making good progress at this school* (S2004)	90%	97%	86%
teachers at this school expect their child to do his or her best* (S2005)	90%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	93%	100%
teachers at this school motivate their child to learn* (S2007)	95%	96%	97%
teachers at this school treat students fairly* (S2008)	100%	96%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	97%
this school works with them to support their child's learning* (S2010)	90%	96%	93%
this school takes parents' opinions seriously* (S2011)	89%	96%	93%
student behaviour is well managed at this school* (S2012)	95%	97%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school looks for ways to improve* (S2013)	95%	97%	93%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	95%	95%
they like being at their school* (S2036)	93%	97%	90%
they feel safe at their school* (S2037)	96%	95%	95%
their teachers motivate them to learn* (S2038)	97%	97%	97%
their teachers expect them to do their best* (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	98%	96%
teachers treat students fairly at their school* (S2041)	96%	93%	96%
they can talk to their teachers about their concerns* (S2042)	95%	88%	88%
their school takes students' opinions seriously* (S2043)	90%	88%	91%
student behaviour is well managed at their school* (S2044)	88%	86%	91%
their school looks for ways to improve* (S2045)	97%	96%	97%
their school is well maintained* (S2046)	96%	95%	97%
their school gives them opportunities to do interesting things* (S2047)	98%	90%	97%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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)	96%	97%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	97%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	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%	97%	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

Parents are the first teachers of their children and at Sunnybank State Primary School we welcome parents as partners in guiding the continued development of their children, our students. Our parent involvement starts early with our Early Starters Program for 3-4 year olds held Thursday mornings most weeks. Both parent and child can attend these sessions together to ensure that both are ready for starting Prep in the coming year. The Early Starters program involves collaboration between our school, Sunnybank State High School and Kyabra Child Care Centre. This collaboration has twice been a state finalist in the Showcase Awards. In the lower school parents are active participants in a wide range of activities including assisting in the classroom, supporting the home reading program and providing additional supervision on excursions. In the upper school these same opportunities continue with additional opportunities becoming available such as coaching interschool sports teams and supporting the instrumental music program. In 2017, the Parents and Citizens Association met on the third Monday of each month at 7.00 pm unless that date fell on a school holiday. Attendance at P&C meetings is a great way for parents to understand more about the school. A school newsletter is sent home to families every second Thursday and emailed to those parents who have requested this option. Many parents also attend our weekly assembly on Monday afternoons

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. There are a number of support structures to provide support to students, i.e. Might Mentors, Counselling, GO. Through the school wide implementation of PBL a focus is on Acting Safely and Being Respectful.

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	14	15	41
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

2016 saw an increase in electricity usage, which was largely attributed to the introduction of iPad classrooms and the increase of technology across the school. The installation of air-conditioners across the school had impacted on the electricity consumption. An outdoor learning area was established within the school and the establishment of this area for longevity required an increase in water usage. Since then, we have re-established a normal rate of usage. Staff members are encouraged to turn off lights when the rooms are vacant and this procedure is adhered to by many. The maintenance schedule is closely monitored to ensure prompt responses to leaking taps/toilets etc.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	74,969	435
2015-2016	112,157	1,149
2016-2017	74,944	990

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

## Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	18	<5
Full-time Equivalents	23	11	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	16
Diploma	5
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$32 384.

The major professional development initiatives are as follows:

- 3a Abercedarian Approach
- EQI conference
- Assessment & Feedback
- Qeli course
- Lyn Sharratt
- QASSP and PDN

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	87%	87%

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

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

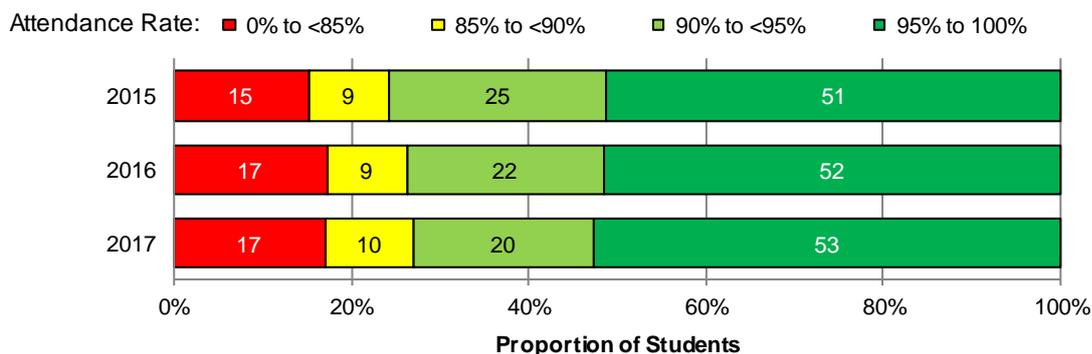
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	93%	92%	94%	94%	94%	94%						
2016	92%	92%	92%	95%	91%	95%	93%						
2017	93%	95%	94%	94%	94%	89%	92%						

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

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Sunnybank State School, office staff make contact with families when a student has been absent for two days without a reason having been provided. If students arrive late for school without a note, families are also contacted.

Electronic roll marking through OneSchool is used twice a day. Late arrivals and early departures of students are managed through the office. All unexplained absences are followed up on the same day through phone calls from the office. Students with high absences are addressed individually and contact made with the families to promote attendance at school every day. The importance of maximum attendance at school is highlighted at school assemblies and in the newsletter.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

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Non-government

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