



Barkly Highway State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Barkly Highway State School caters for P to 6 with a current enrolment of 419 students. We also have 17 students attending our Early Childhood Development Program (ECDP). Barkly Highway State School is a co-educational state school providing a state-of-the-art curriculum for all students. Barkly Highway State School's mission is to provide a challenging, supportive and responsive educational environment from which the academic, social, emotional, physical and cultural growth of our children will foster lifelong learning and active citizenship in a changing society. We strive to create a positive, supportive and safe environment in which students will acquire the necessary skills to thrive in a diverse society as lifelong learners. At Barkly Highway State School we meet individual and common needs by providing a creative and balanced curriculum.

Our school values are: Be a Learner, Be Responsible, Be Respectful, Be Resilient

"At Barkly Highway State School, we believe in supporting strong relationships to provide a positive, inclusive and professional approach to learning and behaviour".

Introduction

Every year, State Schools across Queensland issue an Annual Report. This report identifies the growth, development and performance of Barkly Highway State School in 2018. It provides insights into our school's improvement agenda, program development, teaching and learning improvements, community partnerships and the goals and standards achieved by every student. Our community is extremely proud of the standards being attained by our students in all learning areas at all year levels. In partnership with our community, Barkly Highway State School is committed to developing active, compassionate and lifelong learners. Integral to our philosophy is the development of inquiring, knowledgeable and caring young citizens who respect their own and other cultures. In addition, the school and community are focused on ensuring we live and breathe our motto. **'Every day, in every classroom, every child is learning'**

School progress towards its goals in 2018

At the beginning of 2017, our school created the Annual Implementation Plan to drive the sharp and narrow work for the year. This plan was shared with the school community and endorsed by the P&C President and the Assistant Regional Director. Within this document our school context, values, curriculum and pedagogical practices are reflected and demonstrate that:

- The school has a strong ethic of care and support for students and staff
- School leaders are united and committed to improving the learning outcomes for all students
- School leaders articulate a belief that reliable and timely data on student outcomes is crucial to the school's improvement agenda
- The Special Education Program and the Early Childhood Development Program are highly valued across the Mount Isa district
- Strong foundations have been created for professional learning
- The curriculum development and planning process is established, enacted and valued by teaching staff

Barkly Highway State School continued with its focus to improve attendance and the educational outcomes for all children. The school also continued to promote, acknowledge and celebrate achievements in sporting, social and cultural activities. Our success in the key focus areas came about from the implementation of the following strategies:

- The Barkly Highway State School Leadership Team (Principal, Deputy Principal, Head of Curriculum, Support Teacher Literacy & Numeracy, Master Teacher, Head of Special Education Services and the Lead Literacy Teacher) worked collaboratively with teachers to further improve practices in planning, pedagogy and assessment practices
- The Leadership Team continued up-skilling teachers in interpreting and understanding student data to direct future teaching and learning in literacy and numeracy thereby improving outcomes for all students
- The school continued its focus on high yield strategies to improve student outcomes by implementing research based strategies in accordance with the practices contained in Fullan & Starratt's *Putting Faces on the Data*

- Quality teaching and learning practices were promoted through the reprivatisation of teacher practice and encouraging professionals to participate in the WOW (Watching Others Work) program
- All professional development opportunities aligned to systemic and school priorities
- Communication with our community continued via the school's website, Facebook page, informative class and school newsletters and Facebook or Dojo pages and family workshop opportunities.
- Partnerships with families and community groups continued to support the school's improved attendance outcomes

These strategies resulted in the following successes:

- Continued improvement each term in Reading outcomes as evidenced by student PM benchmarking
- Student achievements in English and Maths showed steady gain throughout the year
- Developing focus on the individual learning needs of all students as identified through the writing conversations with all teachers
- Achieve state target for overall attendance
- Continued improvement in satisfaction levels shown through the School Opinion Survey results from Parents, Students and Staff
- Year 3 and 5 NAPLAN indicated improvement in Reading and Grammar/Punctuation to a comparative standard to the National level

Future outlook

In 2019, Barkly Highway State School is focused on a very explicit improvement agenda as outlined in the 2016 – 2019 School Plan. With reference to the National School Improvement Tool, Barkly Highway State School will continue to specifically develop the following domains in order to effect improvement in student learning.

1. Creating assessment literate Learners
2. Creating a collaborative learning culture
3. Supporting strong relationships

Specific improvement is being targeted in the areas of

- Closing the gap on Year 3 reading
- Lifting the outcomes for our top students
- Percentage of students achieving a 'C or better' in English, Maths and Science

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	407	410	419
Girls	193	201	202
Boys	214	209	217
Indigenous	88	91	88
Enrolment continuity (Feb. – Nov.)	90%	93%	90%

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

Barkly Highway State School is a medium sized primary school located on the northern side of Mount Isa. Our students currently number around 419 with approximately 52% boys and 48% girls. Classes at Barkly Highway State School are organised around traditional year level groupings, with a composite class over adjacent year levels created, in order to meet human resourcing allocations.

Approximately 21 % of our students identify as Aboriginal and/or Torres Strait Islander. A considerable proportion of our students are from a variety of multicultural background including South Africa, England, Philippines, Thailand, India, Pacific Islands and New Zealand. Approximately 12% of our student population have an English as Another Language or Dialect (EALD) background. In 2018, 17 students attended our Early Childhood Development Program (ECDP) – the only such educational facility for children aged 0 to 5 with a diagnosis of a disability in Mount Isa.

Barkly Highway State School is a co-educational state school providing a state-of-the-art curriculum for all students.

Average class sizes

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

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

Barkly Highway State School focuses on English and Mathematics as well as literacy, numeracy and technology across all learning areas. The school curriculum incorporates the Australian Curriculum for English, Mathematics, Science, History, Geography, The Arts, Digital Technology and Health & Physical Education. In addition, the following programs are delivered:

- Explicit targeted teaching in all year levels that track the progress of students and teach from 'where they are at'
- Early Childhood Development Program (ECDP) classes for children aged 0 to 5 with special needs
- Differentiated Learning Support & Social Learning programs for identified students

- Strong emphasis on the development of the social and emotional needs of students
- Focussed learning time each day in English and Mathematics
- ICAS English, Writing, Spelling, Mathematics and Science
- Continued implementation of the Barkly Highway State School Pedagogical framework, Reading and Writing Pedagogy across the whole school to develop consistency of teaching practices
- Highly effective Responsible Behaviour Management Policy that promotes high expectations and rewards achievement
- Instrumental Music program and choirs
- Strong emphasis on the use of digital technologies in teaching with computers being accessible in each classroom
- Participation in District and Regional sporting competitions
- Human resource support
- Classroom - teacher aides
- School Chaplain (2 days each week)
- Lead Literacy Teacher
- Head of Special Education Services
- Support Teacher: Literacy and Numeracy
- Head of Curriculum focussing on alignment of learning with the Australian Curriculum

Co-curricular activities

Our students are able to participate in a wide range of extra-curricular activities designed to support and extend the students in every field of endeavour. Many of these activities require the assistance and involvement of a range of community groups and organisations. These activities include, but are not limited to:

- ICAS Competitions in Mathematics, English, Spelling and Science
- Senior and Junior Choir
- Inter-house / Inter-school Athletics
- Interschool Sport Programs across Mount Isa (Year 5 and 6 students)
- AFL Auskick Program
- Year 6 Gifted & Talented Program at Spinifex State College
- Year 6 School Camp to Tallebudgera
- Year 5 School Camp to Magnetic Island
- Leadership opportunities (Student Council)
- Excursions to local expos (e.g. travelling Arts performances)
- Breakfast Club for children, commenced in May 2008, and continues 2 days each week from 7:45 -8.15
- Whole-of-school celebration for NAIDOC week held at end of Term 2
- Instrumental music lessons including, woodwind, brass, percussion and strings
- Religious Instruction (Year 4-6 students)
- Participation in the Queensland Music Festival community production
- Choir participation in Mount Isa Eisteddfod
- Science (Year 5)
- Writing Workshops (Year 5)

How information and communication technologies are used to assist learning

The school has over 60 computers spread around classrooms and a pod of 15 desktop and 30 laptop computers located in the library for access by class groups.

Our school's Information Communication Technology (ICT) program develops students' use of information and communication technology and information literacy skills through learning and assessment activities. Computers are used in classrooms by students to complete learning assessment tasks in all learning areas. Students use online content and services to support their learning. Other multimedia resources such as digital cameras, iPads and data projectors are used in conjunction with computers for student learning.

Our classrooms use interactive white boards to aid teachers in the delivery of the Australian Curriculum. Our philosophy with regards to the use of ICTs is that the technology must be accessible, aids teaching and learning, and is engaging to learners.

Our school Facebook page, as well as our website, is a valuable tool that provides parents and community members with current information about the school's activities. It is regularly updated and provides a means to celebrate the many positive things that occur at our school every day.

Social climate

Overview

Barkly Highway State School is committed to ensuring that student's intellectual, physical, emotional, social and cultural well-being is nurtured within a supportive school environment. Students who display inappropriate behaviours are supported with a range of strategies developed to improve their social and emotional well-being. It is our aim that the students of Barkly Highway State School will maximise their own learning and the learning of others in a disruption free environment where staff, students and parents feel safe, happy and supported.

Our school also believes it is essential to recognise and celebrate the positive behaviours and achievements in our school community. Students are encouraged to see themselves as having an important role in ensuring that their school environment is a safe, pleasant and happy place to learn.

At Barkly Highway State School, we emphasise the partnership between home and school, the role of each in preparing children for life and the importance of parents as partners in their children's education. There is a strong emphasis on keeping parents informed through all stages of social, emotional and academic progress, with a particular focus on acknowledging and celebrating positive progress.

A supportive school environment has always been a priority for our school. High standards of behaviour, responsibility and accountability are expected by all members of the school community. Results in the 2018 School Opinion Survey show that 100% of parents and 96% of students surveyed "liked being at their school (S2036).

The school's Responsible Behaviour Plan for Students provides the framework for ensuring effective behaviour support strategies are implemented at school wide, specific setting, classroom and individual student levels. Our staff are friendly, approachable and hold high expectations for their students. The school takes proactive actions with regards to dealing with bullying. Bullying refers to deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Whether the bullying occurs at school or through cyber means, matters are dealt with according to Departmental procedures and recommended actions by reputable authorities on the issue. In the event that a problem may arise, family/community members are encouraged to communicate directly to the most relevant person at the school. Parents and carers are urged to speak directly to their child's class teacher or meet with the responsible line manager to develop a meaningful plan to resolve the problem.

Barkly Highway State School caters for children from many and varied backgrounds, ability levels and cultures. Our school provides a number of services and strategies to enhance the well-being of our student population. Visiting specialist teachers support children with needs in behaviour, hearing and vision. In response to community needs, after school care operated by the Police Citizen's Youth Club (PCYC) has continued during 2018.

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)	93%	97%	93%
• this is a good school (S2035)	97%	97%	93%
• their child likes being at this school* (S2001)	100%	97%	100%
• their child feels safe at this school* (S2002)	100%	97%	93%
• their child's learning needs are being met at this school* (S2003)	90%	97%	90%
• their child is making good progress at this school* (S2004)	97%	97%	93%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%	97%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	97%	97%	98%
• teachers at this school treat students fairly* (S2008)	97%	90%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	95%
• this school works with them to support their child's learning* (S2010)	97%	97%	93%
• this school takes parents' opinions seriously* (S2011)	100%	87%	86%
• student behaviour is well managed at this school* (S2012)	87%	84%	82%
• this school looks for ways to improve* (S2013)	100%	93%	90%
• this school is well maintained* (S2014)	90%	94%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	97%	91%
• they like being at their school* (S2036)	95%	91%	96%
• they feel safe at their school* (S2037)	95%	91%	88%
• their teachers motivate them to learn* (S2038)	96%	98%	96%
• their teachers expect them to do their best* (S2039)	98%	97%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	97%	96%
• teachers treat students fairly at their school* (S2041)	91%	77%	83%
• they can talk to their teachers about their concerns* (S2042)	89%	84%	88%
• their school takes students' opinions seriously* (S2043)	88%	83%	86%
• student behaviour is well managed at their school* (S2044)	84%	80%	75%
• their school looks for ways to improve* (S2045)	96%	95%	92%
• their school is well maintained* (S2046)	97%	92%	89%
• their school gives them opportunities to do interesting things* (S2047)	92%	89%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	97%	92%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	97%
• they receive useful feedback about their work at their school (S2071)	86%	89%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	89%	92%
• students are encouraged to do their best at their school (S2072)	94%	100%	92%
• students are treated fairly at their school (S2073)	94%	100%	89%
• student behaviour is well managed at their school (S2074)	83%	92%	74%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	83%	92%	82%
• their school takes staff opinions seriously (S2076)	92%	94%	79%
• their school looks for ways to improve (S2077)	97%	94%	90%
• their school is well maintained (S2078)	86%	92%	100%
• their school gives them opportunities to do interesting things (S2079)	97%	92%	82%

* 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 valuable partners in the education and development of young people. Effective school/home partnerships ensure children receive the highest quality educational outcomes. Barkly Highway State School enjoys a strong, positive reputation within the community as a caring school with a positive approach to managing student behaviour. Parents and carers are encouraged to participate in our P&C Association, which meets on the first Tuesday of the month at 6:00. Many school activities are run with the support of the Student Council, P&C Association and volunteers. More volunteers are always needed and welcomed. Parents and community members can participate or help in any of the following activities:

- School assemblies
- Afternoons of Excellence – showcasing student work
- Class or cultural performances
- School Sports Days
- Assisting in the library and/or classrooms
- Working in the school tuckshop
- P&C meetings and fundraising events
- Annual ANZAC Day March and Commemorative Service
- Annual NAIDOC celebrations
- Class excursions and celebration days
- Academic Reporting to parents and carers occurs at the following times:
 - Term 1 – Face to Face Interviews with parents and carers
 - Term 2 – Written reports forwarded home and interviews can be requested by parents and carers
 - Term 3 – Face to Face Interviews with parents, students and carers
 - Term 4 – Written reports forwarded home

Respectful relationships education programs

Barkly Highway State School provides a safe, supportive and disciplined learning environment where students feel capable and encouraged to reach their full potential aligning with the Code of School Behaviour and Learning and Wellbeing Framework. We are committed to a proactive approach to behaviour management and provide staff with supporting resources that complement the yearly overview of the teachable components of the school values 'Barkly Bs'. Be Respectful Be Responsible Be a Learner Be Resilient. Students are taught explicitly the expected positive behaviours.

There are also a number of programs and strategies in place to support the development of positive behavioural choices of all students.

- School social skills program
- Barkly Highway State School 'Problem Solving Steps'
- School behaviour rewards
- Attendance focus
- The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	25	13	26
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. Our school is continually seeking ways to reuse and reduce waste across all aspects of energy and resources usage. A general awareness of the need to reduce electricity usage is promoted as is the favouring of bore water rather than 'town' water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	234,322	236,027	236,890
Water (kL)		75	174

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

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

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

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

View School Profile

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

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	31	19	<5
Full-time equivalents	31	13	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	3
Graduate Diploma etc.*	
Bachelor degree	28
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 \$41 987.97.

The major professional development initiatives are as follows:

- Teacher pedagogy and understanding of The Australian Curriculum and C2C
- Coaching cycles
- Collaborative Inquiry
- Case Management
- Watching Others Work (WOW)
- Moderation at interschool level
- One School Training
- Early Reading-Four lesson sequence

- Collective Feedback using iPads
- PM Benchmarking
- Digital Technologies
- Assessment Literate Learner Review
- Data Analysis
- Managing student and staff wellbeing
- QASEL
- School visits Townsville
- QELI
- SSP - Monster mapping SSP
- Diverse Learners Conference
- Classroom profiling
- First aid training
- Early Career Teachers
- Mentoring Beginning Teachers
- P&C Conference
- Learning Fair
- Cued Articulation
- Practical Functional Behaviour Assessment
- Age Appropriate Pedagogy
- Pre-service visits
- Education Queensland Roadshow – Mount Isa
- Positive Behaviour for Learning (PBL)

Special needs

- Visual tools
- Trauma (Informed practices) / Student Services
- EpiPen

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	94%	93%
Attendance rate for Indigenous** students at this school	90%	92%	89%

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

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

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

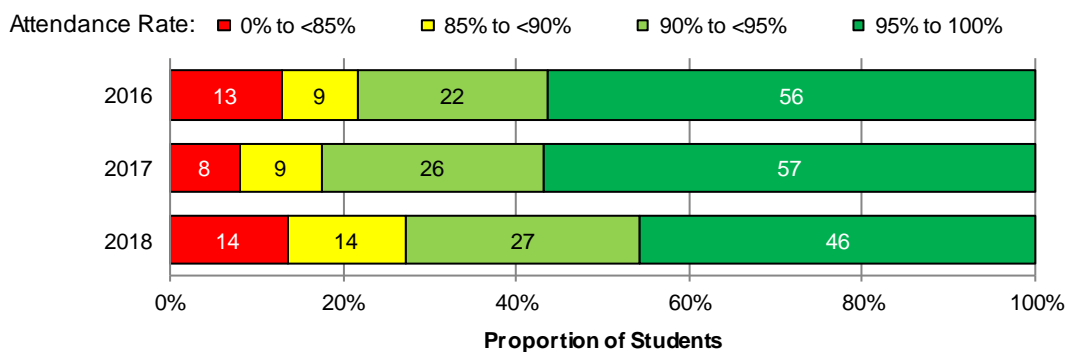
Year level	2016	2017	2018
Prep	93%	95%	92%
Year 1	94%	95%	92%
Year 2	93%	94%	94%
Year 3	92%	92%	93%
Year 4	95%	95%	91%
Year 5	93%	95%	92%
Year 6	95%	95%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the 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 rolls electronically in the morning and afternoons. Teachers and administrative staff informally follow up student absences with students and parents by requesting notes and making phone calls. Administrators follow up with parents and students by investigating issues affecting attendance, identifying support options if needed, and following procedures identified in the Department flowchart "Managing Unexplained Absences". For persistent truancy or absenteeism, administrators follow procedures identified in the Department flowchart "Process for Persistent Truancy or Absenteeism for Children of Compulsory School Age".

Administrators manage 'at risk' attendance and target those students with irregular attendance, including early leavers and late arrivals. Barkly Highway State School's student attendance monitoring system was implemented school-wide in 2014. Students who achieved the school's target of 95% attendance each term are acknowledged with a range of special activities and rewards.

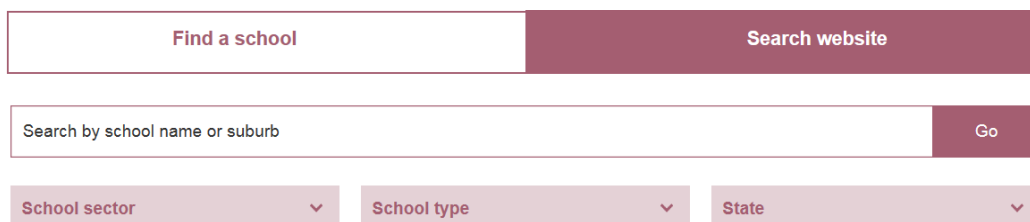
Barkly Highway State School consistently articulates the key message that 'Every Day Counts' to our school community.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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



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



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.