



Isisford State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

Contact information

Postal address	PO Box 8 Isisford 4731
Phone	(07) 4658 8186
Fax	(07) 4658 8190
Email	principal@isisfordss.eq.edu.au
Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.

School overview

Established in 1881, Isisford State School is a multigrade co-educational state school situated in the Central West region. At Isisford State School we deliver all eight subjects of the Australian Curriculum within a multi-age setting. Three days a week a second teacher enables us to divide the class into two smaller classes for both English and Maths sessions: Early Years - Kindergarten to Year 2; and Middle School - Years 3 to 6. Kindergarten has a designated teacher aide which allows for adequate play and student-centred initiatives along with integrated session in class and we have also established a focus group to ensure Prep students access repetition of letter and sounds, high frequency words and writing in a smaller group setting. As part of the Outback Advantage Cluster of small schools we join with other small schools for a sports camp at Windorah, Sir Wally Rae Sports Day and swimming and athletics carnivals. On an administrative level Principal Business Meetings (PBM), instructional rounds and trialing of the C2C P-6 multiage curriculum are also undertaken as a cluster. Parents are encouraged to become actively involved in their child's education as well as members of our Parents and Citizens. Every term sees our school and local community helping to celebrate our successes by joining in our culminating activities.

School progress towards its goals in 2019

Improvement priorities/school goals for 2019 included:

- Building teaching and non-teaching staff capacity in providing effective and timely feedback to students to progress their learning;
 - Used the leadership ideas of Brene Brown to work on a positive mindset
 - Ongoing work towards a pedagogical framework through regular meetings between teachers; trialed implementation then reflected on it and improved or continued implementation
 - Used the Kindergarten capability plan to move forward as a staff through improving practice and increasing knowledge
- Building a strong collegial and self-reflective collaborative culture;
 - Began developing and implementing a collegial engagement framework which is reflective of the school culture but that also supports instructional rounds undertaken by the OA cluster
- Building teaching and non-teaching staff capacity to participate in data analysis processes that inform differentiated teaching and learning;
 - Began regular collection of reading and spelling data at scheduled 5 weekly intervals
 - Began charting reading data to create student awareness of reading improvement
- Building teacher capacity in the teaching of reading, writing and spelling in line with the Australian Curriculum and embed processes across the school;
 - Teaching staff attended reading workshop by The Reading Centre and 3/4 teacher attended writing workshop
 - Purchased the Marie Ripple spelling program to improve consistency across the school in teaching spelling
 - Embedded moderation in school developed pedagogical framework
- Developing, implementing and reviewing a collaborative approach to the process of reading, writing and spelling across the school;
 - Embedded moderation in school developed pedagogical framework
- Developing, implementing and reviewing a collaborative approach of backward mapping assessment to the version 8 Australian Curriculum to establish a clear line of sight for teaching and learning;
 - Embedded moderation in school developed pedagogical framework
- Developing the expertise of staff within the Outback Cluster;
 - Participated in the OA cluster PBM's
- Researching best ways to effectively integrate coding, robotics and critical thinking across all curriculum areas;
 - Digital and Design Technology PD in PBM
- Investigating the difference between design technologies and ICT capability and the impact they have on student learning and outcomes
 - Ongoing discussions at PBM's

Expectation of completion in 2019

- Acknowledgment of outstanding student and staff achievements
- Outstanding commitment by all staff to the betterment of our positive school culture
- Establishment of a Kindergarten program and upskilling of all staff

Future outlook

Improvement priorities for 2020 include ensuring students access all eight subjects across the curriculum delivered with integrity, in a manner which engages them by meeting and challenging each student to become a more successful learner. Plans for 2020 are focused on precision delivery of learning experiences across the entire school, which address local and global contexts and engage students in activities within, and external to the school.

1. Consistency of curriculum implementation of C2C trial units across the whole school, including throughout small group sessions
 - At the beginning of each term moderate as a whole staff to ensure clarity of curriculum delivery by creating 'Know and Do' charts for each teaching space, setting student achievement targets, teaching reading comprehension strategies, delivering Marie Ripple spelling program and delivering C2C curriculum.
 - Monitor students reading (including sight word and letter/sound achievement), spelling, writing, number facts & number recognition at 5 weekly intervals
2. Focus on independence and extension of learners and coverage of year-level content through individualised intervention as required.
 - Using monitoring data devise individualised intervention for students through goal setting and delivering curriculum opportunities for students achieving below or above expectation to increase opportunities to engage with learning at their level.
3. Continue to plan and implement Kindergarten programs with integrity.
 - Continue to upskill staff on a regular and needs-based basis including kindergarten visits.
 - Ensure opportunities to plan and document student experiences to contribute to portfolios
4. Expand Japanese to include P-2 year levels
 - Utilise C2C Year 1 Japanese units to deliver Japanese to P-2 students in preparation for Online delivery in Year 3.
5. Continue to provide opportunities regarding Staff Wellbeing
 - Undertake workshops with Outback Futures each term to contribute to Staff Wellbeing and in line with the Isisford State School Wellbeing Framework

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Early Childhood - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	12	9	14
Girls	8	7	7
Boys	4	2	7
Indigenous	6	4	2
Enrolment continuity (Feb. – Nov.)	91%	100%	100%

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 2019, there were 3 students enrolled in a School Delivered Kindergarten (SDK) program.

Our student body is made up of Kindergarten to Year 4 students. The student body derives from both town and surrounding properties making up about 50% of each group. The student body as a whole are very considerate, kind and enjoy school. 13% of the student body identify as Aboriginal and the other 87% identify as Australian.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	14	10	11
Year 4 – Year 6			
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 implementation

Our approach to curriculum delivery

Our school is part of the Outback Advantage cluster of schools that are trialling the English, Mathematics, Science and HASS multi-age C2C units. The implementation of this has proven successful in our setting. English and Maths when a second teacher is in the school, three days a week, the class is divided into Early Years (K-2) and Middle School (Years 3-6) small groups. In addition to these subjects we have also developed a curriculum overview in two cycles which we will extend to three cycles in 2020, which includes all 8 subject areas which were taught in 2019. In addition to this some students accessed IMPACT for the additional development of skills in Maths problem solving, reading comprehension, and, digital and design technology. Students also participate in the Weaving Well-Being program, which is a research-based mental health program that aims to enhance well-being in children by introducing them to age-appropriate concepts and skills drawn from the field of Positive Psychology, the science of well-being.

Co-curricular activities

Co-curricular activities included participating in a Sports Camp at Windorah, athletics and swimming carnivals at Aramac State School, a P-4 school camp in Townsville, athlete visit by Blake Cochrane, Harpist experience, Musica Viva performance with Ilfracombe State School, Opera Queensland workshop in Longreach, Sir Wally Rae Sports Day, Footsteps dance workshops in both Isisford and Ilfracombe, IMPACT extension in reading and IMPACT Maths problem solving.

This year a number of extra-curricular activities were provided at the school which were supported by parents with full attendance. In Term 2 students participated in visual arts in preparation for the Isisford Sheep and Wool Show, Term 3

athletics was provided by a coach from Longreach (fully paid for by the PnC) and in Term 4 swimming lessons were provided for the Kindergarten aged children.

How information and communication technologies are used to assist learning

The school has a laptop for each student which are used for accessing IMPACT lessons, LOTE, online educational resources such as Mathletics, Sunshine Online and Sunshine Classics, to create multimodal presentations, participate in NAPLAN online, digital technology, typing and general ICT capabilities. In addition to this teachers and staff use ICT to create individual curriculum plans, to track support provided to students, to access C2C resources, to provide teaching and learning experiences, complete reporting requirements, and to document communication with parents and students. BeeBots were used as part of Digital Technology with K-2 students in a Maths/Technology/HASS (Geography) integrated unit.

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

How information and communication technologies are used to assist learning

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

Parents are satisfied that their children are receiving a good education, their learning needs are met, and that their children are making progress at Isisford. The school is surrounded by beautiful grounds with mature trees and well-maintained gardens.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	DW	100%	100%
• this is a good school (S2035)	DW	75%	100%
• their child likes being at this school* (S2001)	DW	75%	100%
• their child feels safe at this school* (S2002)	DW	75%	100%
• their child's learning needs are being met at this school* (S2003)	DW	100%	100%
• their child is making good progress at this school* (S2004)	DW	100%	83%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	75%	83%
• teachers at this school motivate their child to learn* (S2007)	DW	75%	100%
• teachers at this school treat students fairly* (S2008)	DW	50%	83%
• they can talk to their child's teachers about their concerns* (S2009)	DW	75%	100%
• this school works with them to support their child's learning* (S2010)	DW	75%	100%
• this school takes parents' opinions seriously* (S2011)	DW	25%	100%
• student behaviour is well managed at this school* (S2012)	DW	75%	100%
• this school looks for ways to improve* (S2013)	DW	75%	100%
• this school is well maintained* (S2014)	DW	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:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	83%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	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)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	83%
• their school takes students' opinions seriously* (S2043)	75%	67%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	83%
• their school gives them opportunities to do interesting things* (S2047)	75%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	DW	80%	100%
• they feel that their school is a safe place in which to work (S2070)	67%	80%	100%
• they receive useful feedback about their work at their school (S2071)	0%	60%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%

Percentage of school staff who agree# that:	2017	2018	2019
• students are encouraged to do their best at their school (S2072)	100%	80%	100%
• students are treated fairly at their school (S2073)	100%	80%	100%
• student behaviour is well managed at their school (S2074)	33%	60%	100%
• staff are well supported at their school (S2075)	0%	40%	100%
• their school takes staff opinions seriously (S2076)	33%	40%	100%
• their school looks for ways to improve (S2077)	DW	60%	100%
• their school is well maintained (S2078)	100%	80%	100%
• their school gives them opportunities to do interesting things (S2079)	DW	60%	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

The PnC is an active body in our community and play a large role in many community activities which the school body also attends. However, parent participation beyond PnC activities is also highly valued and every opportunity is utilised to have the parents come into the classroom. At the end of each term students present the culmination of their work to which parents are invited. We usually have 100% parent attendance at these events. Oral reporting is delivered to parents at the end of Term 1 and 3 with written reports sent home at the end of Term 2 and 4 and all parents schedule to meet with us for these. Each fortnight a student led parade is held and parents are phoned if their child is receiving an award. Parents, grandparents and some community members attend these. Students requiring educational or social adjustments up or down are notified by email, phone or face-to-face and discussions with them are held to ensure their input into these processes. Breakfast Club is held once a week on Friday mornings and parents have a roster where they come in and provide a cooked breakfast for students.

This year students attended the ANZAC Day parade, Isisford Mothers' Day Colour Run, Pop-Up Library in the Park and held excursions in the community as part of HASS. We delivered a newsletter fortnightly to the Post Office, OBIC, shop and Hotel.

We invited the Child Health Nurse to visit the school and she delivered a session on healthy foods and healthy eating.

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

Students participate in the Weaving Well-Being program, which is a research-based mental health program that aims to enhance well-being in children by introducing them to age-appropriate concepts and skills drawn from the field of Positive

Psychology, the science of well-being. This year we focused on the Character Strengths aspect of the Weaving Well-Being program. This fits within our positive school culture by also providing opportunities to link student content to improving staff well-being, a critical ingredient towards forming a successful school culture.

In addition to this program and to create an awareness for students of their broader community, students also participated in days acknowledging the work around the Do It for Dolly campaign, Fiver for a Farmer to support drought affected farmers, and the Daniel Morcombe Foundation Fun Run to raise awareness in the community around Child Safety.

Through the Olympians Unleashed program Blake Cochrane a para-Olympian swimmer visited the school and spoke about setting goals and the hardships students may encounter to achieve them. He left them with a message of resilience and never giving up. He also spoke to them about the demands of following your dreams and the importance of a healthy diet and sound education. Blake spoke about how he handled being bullied at school and the frustration at people lowering their expectations of him when starting school.

Aspects that considered personal safety, developing friendships, and being healthy were also covered in the Health aspect of the Health and Physical Education curriculum.

Religion was undertaken this year with the Flying Pastor providing religious instruction once a term. These sessions were highly anticipated by students who listen eagerly for the plane which indicates Mr Cavil's arrival.

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	0	0	0
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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	206	22,427	23,418
Water (kL)		40	40

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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.



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	2	4	<5
Full-time equivalents	2	2	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

The major professional development initiatives are as follows:

- Mandatory training
- Beginning teacher Connect and Re-connect sessions and mentoring
- Reading PD online and face-to-face
- Cleaning PD
- Procurement Training
- Budgeting, Staff Allocation, Asbestos and BEMIR training
- Principal induction, business meetings and instructional rounds
- Kindergarten PD in-school and EQ provided – age-appropriate pedagogies, QKLG
- Digital Technology
- Moderation
- NAPLAN Online
- Mandatory Training
- Writing
- Staff Wellbeing workshop

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	97%	100%	100%

Proportion of staff retained from the previous school year

From the end of the previous school year, 38% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	91%	89%	90%
Attendance rate for Indigenous** students at this school	91%	92%	92%

* 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

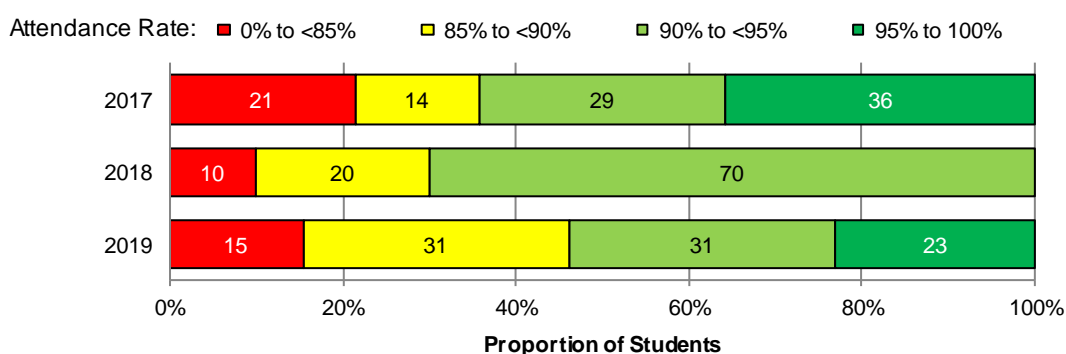
Year level	2017	2018	2019
Prep	94%	DW	89%
Year 1	DW	92%	94%
Year 2	94%	DW	89%
Year 3	DW	83%	DW
Year 4	DW	88%	87%
Year 5	DW		
Year 6	86%	DW	

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.

Rolls are marked manually at the beginning of the day and again after second lunch. If parents have not phoned in a phone call is made to the parent to clarify the absence. Most students attend school regularly. Most students attend school consistently with absences largely due to the participation in horse sports, mustering, travel to other outlying stations, parents attending professional development and training, visiting family commitments, specialist appointments and minor illnesses. The aspect most affecting absences is flooding where students are isolated on properties. During this time parents

communicate with the school and school work is emailed to students. Photos are exchanged between students at school and students that are at home to maintain a connection between students. For day absences every effort is made to ensure material missed on absent days is made up with students on alternate days. Parents usually provide advanced notice, so work is often sent home when it is known students will not be attending school i.e. during flooding and horse sports activities. Due to some regular absences, adjustments have been made to curriculum delivery to ensure students are not absent for key content.

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.



The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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.