Principal’s foreword

**Introduction**

**INALA STATE SCHOOL - KNOWING AND GROWING TOGETHER**

This report represents a snapshot of the performance of this school during 2012. The report includes outcomes in our curriculum offerings to students, parental involvement, extra-curricular activities, staffing qualifications, student attendance, and future priorities.

The annual Operational Plan has enabled our school to plan strategically and operationally to ensure all stakeholders can achieve their potential whilst a member of our school community. During the past year implementing a four year strategic plan as part of the National Partnerships Program gave staff insight into the barriers to learning and how to develop innovative pathways to success. Literacy outcomes were enhanced through whole school approaches to oral language, reading and writing. This included explicit teaching, maximizing learning and student engagement and teacher knowledge. In 2012 professional development and the use of a school based coach assisted in the implementation of Break it Down Build it Up in our Prep Year.

Parent participation was encouraged to support student learning and celebrate student achievement. In 2012 our volunteers including parents, community members and student buddies targeted literacy support in the lower school for indigenous and refugee families. The school reporting process to parents and students was enhanced via use of computer generated reports and the development of teacher skills in the moderation process. Parent participation in parent/teacher interviews was enhanced by the continuation of group interviews allowing parents to meet with all teachers at the same time and place. Digital folios of student work enabled parents to see student work and to refer to these in discussions with students and staff.

Our school achievement results reflect the dedication of school staff to ensuring our students achieve to their potential. Being a multicultural school, many cultural programs were introduced, and consolidated, to celebrate the diversity of our students. Moving Together and Dare to Lead ensured the cultural values of our clients were respected and acted upon.

Continued liaisons between the Parents & Citizens Association (P&C) and the school have enabled Inala State School to strive towards improved educational opportunities and facilities for the school community. Thanks must go to all staff, students, parents and community members for their continued support throughout the year.
Our school at a glance

School progress towards its goals in 2012

Progress has been made throughout the school year on goals set in the 2012 plan.

Learning
- Literacy and numeracy improvement.
- Increase in student achievement in NAPLAN.
- Early intervention and assistance to non-English speaking students and refugee students.
- Differentiated learning plans for all students.
- Enhanced home-school partnerships with Reading/Language and overall learning of students.
- Extended learning opportunities for students and parents.
- Enhanced internal tracking and monitoring of students achievements.
- Continued use of the recommendations from the 2010 Teaching and Learning Audit to inform planning for future progress and improvement.
- Implementation of ACARA through C2C’s and Break it Down Build it Up to suit local needs.
- Continued focus on the collection and analysis of data to inform the teaching learning cycle.
- Specific focus on development of oral language skills in the early years.

Schools
- Continue strategic procurement of resources to support the implementation of ACARA.
- Expand use of online and “e” resources in place of reprographic materials.
- Maintain physical learning spaces and equipment to the best possible standard.
- Upgrade playground spaces to meet legislative requirements.
- Establish a memorial garden.

Workforce
- Targeted professional development and feedback with sister school using Marzano’s Art and science of Teaching: Teacher Reflective Scales.
- Targeted professional development of non-teaching staff to maximise quality intervention programs eg First Steps in Maths
- Use of year level co-ordinators and mentors to develop curriculum and lead professional conversations and moderation.
- All staff work with principal and deputy principal to implement and reflect upon Developing Performance Framework.
- Leadership programs and capacity building opportunities to increase leadership density across the school.

Future outlook

SCHOOL CURRICULUM
- Identify quality internal and external literacy and numeracy coaches to work with staff on key target areas.
- Train teachers aides to work to support literacy and numeracy blocks and to work intensively with students on teacher designed individual programs to lift literacy and numeracy levels.
- Implement ACARA as per Queensland timelines

SCHOOL AND COMMUNITY
- Closing the gap for indigenous students and developing a culture of high expectation for all students.
- School Community Liaison.
Our school at a glance

- Focus on student attendance rates including late arrivals and early departures.
- Continue transition to secondary schooling with Glenala SHS for curriculum. Involve guidance officer in goal setting/aspirations process with all year 7 students.
- Parent and community engagement programs.
- Consolidate whole school vision for all community members.

TEACHING PRACTICE

- Provide release time for staff (PD) to observe other professionals and to engage in co-operative planning with year level cohorts. Support intervention for identified students. Coach/mentor to co-ordinate Break it Down Build it Up across P-3.
- Work with curriculum leaders to explore new programs to improve student’s interest and ability in the areas of reading, including literacy and numeracy and science engagement. Focus on technology options.
- Identify professional development opportunities for staff which are aligned with school/departmental strategies and goals. Continue strong links to cluster and sister schools.
- With sister school develop and refine whole school data collection, interpretation and consistency of models referencing Marzano as a tool.
Our school at a glance

School Profile

Record:
- Coeducational or single sex: Coeducational
- Year levels offered in 2012: Prep - Year 7
- Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>458</td>
<td>472</td>
<td>537</td>
</tr>
<tr>
<td>Girls</td>
<td>205</td>
<td>207</td>
<td>239</td>
</tr>
<tr>
<td>Boys</td>
<td>253</td>
<td>265</td>
<td>298</td>
</tr>
</tbody>
</table>

Enrolment Continuity (Feb – Nov)
- 2010: 91%
- 2011: 89%
- 2012: 93%

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

Characteristics of the student body:
- Cultural background (rounded in %)
  - Aboriginal and Torres Strait Islander 15%
  - Papua New Guinean 3%
  - Pacific Islander 25%
  - Vietnamese 28%
  - African Nations (Sudanese, Eritrean, Rwandanese, Somalian, including refugees) 15%
  - Other cultural groups 3%
  - Caucasian 11%
- Approximately 84% of students do not speak English as a first language. Of that approximately 65% do not speak English in the home on a daily basis.

Inala State School has a diverse cultural mix. Buddhism is the most common religion in the school followed by Christianity and Moslem. The school is a National Partnership school based on the socio economic demographic of the local area. The school is in the 6th percentile for socio economic standing.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>2010: 23</td>
</tr>
<tr>
<td></td>
<td>2011: 24</td>
</tr>
<tr>
<td></td>
<td>2012: 23</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>2010: 26</td>
</tr>
<tr>
<td></td>
<td>2011: 27</td>
</tr>
<tr>
<td></td>
<td>2012: 26</td>
</tr>
</tbody>
</table>
Our school at a glance

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>58</td>
<td>32</td>
<td>40</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

- Our distinctive curriculum.
- Literacy Blocks have been maintained in 2012 to maximize student learning in reading and writing. Teachers have shared their levels of expertise and have developed a bank of strategies to assist and develop reading across the school. Our students took part in the Readers Cup to celebrate reading success. Break it Down Build it Up has been introduced in Prep. This has been led by a school based coach with professional development for staff from NQ ISSU.
- Targeted intervention and professional development has been focused on First Steps in Mathematics using a school based leader and a cluster model. Development of discussion skills enabled our students to unpack mathematical strategies. Curriculum initiatives were enhanced by the professional development of teachers and teacher aides in support of Numeracy strategies. The development of support materials greatly enhanced implementation.
- Curriculum strategies have been consolidated in preparation for the introduction of the National Curriculum. The school has developed and trialed resource packs for students and staff to add to learning experiences.
- In 2010 the school established an indigenous parent reference group to focus on issues specific to indigenous culture. The work of the parent liaison officer and the community tutors has been an important part of the on-going curriculum development and support. In 2012 indigenous students from the local high school worked with students in support of improved student learning outcomes. Policy implementation has also been supported through the Dare to Lead snapshot data allowing for specific focus areas to be targeted. The school has made provision for targeted embedding of indigenous Perspectives through EATSIPS (Embedding Aboriginal and Torres Strait Islander Perspectives in Schools).
- Special Education Program students are included in all school learning opportunities with support from specialist staff. This involvement includes the use of resources and facilities for all students in the school.
- Music, Instrumental Music and Physical Education specialists provide students with opportunities to develop skills and to represent their school in competitions internal and external to the school setting. These programs are supported by parents whose assistance ensures students have both opportunity and support to demonstrate their expertise.
- Year 7 students participated in an educational trip to Moreton Island in Term 3, to widen their educational and personal experiences. The camping program provides students with opportunities for personal growth in a supported setting for an economical price for families. Students post camp activities were undertaken upon the students’ return to school. An AV presentation on the school camp was highlighted during the end of year graduation ceremony.
- Curriculum planning was guided by syllabus implementation and by the development of ACARA materials
- All classrooms have Smartboard interactive whiteboards.
- The school has a Stephanie Alexander Kitchen Garden Program.
- The school has a purpose built performing arts block where drama and instrumental music programs are run.
- Networked computers are in all classrooms with mini-labs shared between two classes. There is also a technology hub as
well as iPads for differentiated student programs.

**Extra curricula activities**
- A well supported Religious Education Program catered for the spiritual needs of the school community.
- School chaplaincy programs provided targeted intervention and family support enhanced by financial commitment from the school P & C.
- A well organised interschool sports program enabled our senior students to interact with other local schools. It provides the opportunity for students to take part in district, regional and state teams.
- Student Council Activities allowed all students to be involved in the Inala State School community.
- Band and Choir performances at assemblies and local community events showcased our student talent.
- Cultural Dance Groups performed both in school and in the community showcasing our multicultural community.
- Year level camps in Year 7 widened our students’ experiences both educationally and personally.
- Pathways to Prevention programs and other community based organisations supported students and families in need.
- Nutrition support was provided for students in need.
- Lunch time specialty clubs and groups were available for interested students.
- Literacy and Numeracy tuition was provided for families outside of school hours supported by parents and staff. (This was in addition to tutoring provided at the school through targeted funding interventions).
- Homework club provided opportunity for students to complete set work and enhance their English knowledge.
- Playgroup provided an opportunity for parents with young children to meet and develop relationships prior to their children beginning formal education programs.
- The Prep ROAR (Reach Out and Read) program in support of reading development was successful in encouraging early years parents and grandparents to take part in early reading programs.
- In partnership with Mission Australia confidential student counseling has supported student welfare and has provided strategies for students and staff to implement.
- In partnership with Griffith University and Queensland Police Service Project Ability was undertaken to address chronic absenteeism.
- Active After School Communities provided sporting activities two afternoons per week for students.
- Breakfast Club is provided each morning for students.

**How Information and Communication Technologies are used to assist learning**
- iPads are used for differentiated programs. Technology café for staff is building staff capacity in use of iPads.
- Staff are skilled in the use of interactive whiteboards.
- Online learning tools are available for student use at school and at home. “Intrepica” and “Mathletics” are used as learning tools for literacy and numeracy.
- Students used word processing, publishing, power point, creation of documents and other software to enhance their learning outcomes. All software used by students was accredited by staff before use by students.
- Computer technology was used to integrate curriculum across all Learning Areas.
- Professional development for staff continued to be a priority as we move to more complex ICT structures.

**Social climate**
- You Can Do It program embedded in classroom and playground supported by 0.2FTE teacher.
- Dedicated school officer to monitor and support positive behavior through SWPBS, counseling 0.4FTE, Guidance Officer 0.4FTE.
- School chaplaincy program 0.6FTE supported by the school P&C and government funding.
Our school at a glance

- Breakfast club, swim club, homework club and playgroups provided for student and family use.
- School facilities used by local community churches, PCYC- Before and After School Care and Vietnamese School.
- Student leaders attend statewide forum on student leadership.
- Student body support a World Vision child.
- Special events celebrated in the community include, NAIDOC, Harmony Day, Stylin’ Up, ANZAC Day.
- Active Aboriginal and Torres Strait Islander parent and cluster group in liaison with local schools, Elders and Dare to Lead.

Parent, student and staff satisfaction with the school

Anecdotal information reflects high community satisfaction and engagement with the school.

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>90.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>95.5%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>95.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>89.5%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>90.9%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>90.9%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>95.5%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>95.5%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>95.5%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>95.5%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>95.2%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>95.2%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>90.0%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>95.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>93.4%</td>
</tr>
</tbody>
</table>
## Our school at a glance

<table>
<thead>
<tr>
<th>Feature</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>they like being at their school*</td>
<td>96.3%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>93.5%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>97.2%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>98.2%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>98.1%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>92.5%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>90.8%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>95.3%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>81.0%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>97.2%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>96.2%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>97.2%</td>
</tr>
</tbody>
</table>

### Performance measure *(Nationally agreed items shown)*

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of school staff who agree:</td>
<td></td>
</tr>
<tr>
<td>that they have good access to quality professional development</td>
<td>91.9%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>91.1%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

† Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

Parents are involved in school decision making and school activities through social events, open days and scheduled interviews. Our Aboriginal and Torres Strait Islander parent group is involved in decision making on culturally significant issues. Parent and volunteer tutors work with students in the school to demonstrate value for education and to provide support to student learners. Celebrations are well supported in the school both as observer and participant. The school P & C has active members from all school cultural groups. Parent courses are held at the school in ICT and English. Courses are implemented by school staff and local community partner groups.

Formal parent/teacher interviews are held twice yearly. On these occasions parents and students meet with teachers to discuss their results for the semester. Term overviews, parades, school website, school and class newsletters and school noticeboards provide up to date information to parents and families.

Student success is recognised and celebrated through parades, certificates and contact between school and home.

Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Inala State School has developed its SEMP as part of its strategy for reducing its environmental footprint. Part of this strategy involved the installation of solar panels. Installation of water tanks has reduced the use of water in the school’s Stephanie Alexander Kitchen Garden. Electricity usage has decreased due to removal of remotes for air conditioners in the winter months. Water use continues to be high as the school has a pool which must be maintained at optimal levels. In 2011 a decrease in rainfall meant an additional load on the water supply.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>125,481</td>
<td>3,589</td>
</tr>
<tr>
<td>2010-2011</td>
<td>200,768</td>
<td>2,064</td>
</tr>
<tr>
<td>2011-2012</td>
<td>141,600</td>
<td>2,609</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>39</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>34.1</td>
<td>16.3</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>29</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

![Qualifications Chart]

- Doctorate
- Masters
- Bachelor degree
- Diploma
- Certificate
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $35,786.

The major professional development initiatives are as follows:

- First Steps in Maths
- Beginning teacher PD
- Code of Conduct
- Marzano- *Art and Science of Teaching*
- Asbestos PD
- Student Protection
- Differentiation
- Professional Standards
- SWPBS- Tier 1
- ICT- IPad
- Break it Down Build it Up
- Coaching and Mentoring, The Breakthrough Coach
- Exemplar Writing
- Moderation- Cross cluster
- Data analysis
- Reading- Pedagogical Framework
- Assessment
- Data Analysis

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
</tr>
<tr>
<td>96.1%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 96.5% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>87%</td>
<td>92%</td>
<td>91%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>2011</td>
<td>89%</td>
<td>92%</td>
<td>89%</td>
<td>89%</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>89%</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>17</td>
<td>19</td>
<td>27</td>
<td>46</td>
</tr>
<tr>
<td>2011</td>
<td>22</td>
<td>16</td>
<td>24</td>
<td>45</td>
</tr>
<tr>
<td>2012</td>
<td>19</td>
<td>13</td>
<td>25</td>
<td>42</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls at Inala State school are marked by 9.00am (and again at the beginning of the afternoon session). Any student who arrives after this time is deemed to be late. Late students report to the office to collect a late slip which they take with them to their class teacher. Rolls are updated to show late arrival and early departures on a daily basis. Where there are frequent late arrivals parents/carers are contacted initially by phone but then by letter if necessary. School expectation is that students will be on time and ready to learn. This is stated in school policy documents and handbooks and is reinforced by signage at the school.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/](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.
Where it says "Search by school name", type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

Year 3
- Reading 66.7% at or above NMS. 11.1% in the top two bands.
- Writing 55.6% at or above NMS. 11.1% in the top two bands.
- Spelling 66.7% at or above NMS.
- Grammar and punctuation 55.6% at or above NMS.
- Numeracy 55.6% at or above NMS. 11.1% in the top two bands.

Year 5
- Reading 50% at or above NMS.
- Writing 50% at or above NMS.
- Spelling 50% at or above NMS.
- Grammar and Punctuation 50% at or above NMS. 50% in the top two bands.
- Numeracy 50% at or above NMS.

Year 7
- Reading 90% at or above NMS. 10% in the top two bands.
- Writing 40% at or above NMS.
- Spelling 60% at or above NMS. 10% in top two bands.
- Grammar and punctuation 50% at or above NMS. 10% in top two bands.
- Numeracy 55.6% at or above NMS.