



Buddina State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Buddina is situated on Queensland's Sunshine Coast and was first opened in 1979. The school caters for around 760 students from Prep to Year 6, with a total staff of 83. The school's Learning Support Centre caters for the diverse needs of over 30 students with a diagnosed disability. Behaviour management strategies reflect the principles of the Positive Behaviour for Learning program and the core values of Caring for Ourselves, Caring for Others, Caring for Our School and Caring for Our Learning, providing a supportive learning environment for all students.

Buddina State School is an Independent Public school offering innovative programs that cater for the diverse range of students attending our unique school. Our curriculum framework is built around the Australian Curriculum and the Early Years Curriculum Guidelines. Children are the very core of everything we do and we are very proud of our strong focus on developing programs and opportunities that cater for the individual needs and strengths of our students. The school offers a broad range of learning for all students to achieve excellence in academic studies, sports, music and the arts. The integration of Information and Communication Technologies is a leading teaching and learning strategy. Parents and carers are an integral part of school life and participation is actively encouraged. High expectations are a consistent feature in all we do at Buddina.

School progress towards its goals in 2018

Our priority areas for 2018, aligned with our school's Strategic Plan and focussed on ensuring we delivered:

- Increased teacher capacity through Deep Thinking for Deep Learning pedagogy (DT4DL) – and embedding whole school curriculum and pedagogical approaches.
- Enhance writing processes through development of teacher knowledge of the writing demands of the Australian Curriculum.
- A whole school approach to supporting diverse learners – well-established Learning Support Centre headed by the Head of Special Education Services.
- The implementation of all Learning Areas in the Australian Curriculum – ongoing via knowledge building planning sessions guided by the Head of Curriculum.

These areas were effectively implemented in 2018, with:

- An effective and deliverable plan for the full implementation of the Australian Curriculum by the start of 2020
- A focus on writing targeted for all students and professional development for all staff
- A focus on the 4 lesson sequence for reading in our Prep classes leading to significantly improved results for students
- The development of a whole school Pedagogical Framework ready to be embedded in 2019

Future outlook

A rigorous process toward the end of 2018, led to the identification of a sharp and narrow focus for 2019:

- Continue to build staff capacity in their knowledge of the 'Australian Curriculum'
- Develop consistency of teacher practice within writing with a strong focus on Years 3-6 classrooms
- Expand the 4 lesson sequence and use targeted school resources to extend this highly effective program into P-2 year levels.
- Embed the Pedagogical Framework for all staff

In 2018, we underwent a Full School Review to report on the school's work around the nine domains of the School Improvement Hierarchy. This led into a collaborative process to determine the strategic direction of Buddina for the next four years – a process that will drawing from current data trends as well as the feedback from various sources from within the school community partnerships.

Key findings from the School Review were:

- Parents and families are valued as partners in student learning.
- The school offers extracurricular programs that allow students to expand their personal interests and talents in academic, cultural and sporting pursuits.
- All staff members are able to identify the school focus area as writing.
- School leaders keep informed of research regarding evidence-based teaching practices and recognise that effective teaching is critical to improving student learning outcomes.
- The school leadership team places a strong emphasis on the use of data to track student achievement and improvement.
- Resources within the school are deployed to ensure student learning and engagement are prioritised.
- There are clear strategies to promote appropriate behaviour and students are aware of the school's care values
- The school has a clear planning cycle whereby year level teams have the opportunity to collaboratively plan units of work based on the Australian Curriculum (AC).
- The school recognises the positive impact that partnerships with parents and the community have on enhancing student learning and wellbeing.

Key improvement strategies identified were:

- Continue to sharpen and narrow the focus of the current Explicit Improvement Agenda (EIA) and include processes to monitor and evaluate the effectiveness of school initiatives and programs in producing the desired improvements in student learning and performance.
- Collaboratively review the school's pedagogical framework to establish the agreed pedagogical practices.

- Engage all staff members in ongoing PD to ensure teachers' data literacy skills enable deeper understanding of data to better inform differentiated teaching practices.
- Develop QA measures to monitor that resource allocation is producing desired improvements in student learning outcomes and/or developing staff members' capability and consistency in delivering all elements of the improvement agenda.
- Collaboratively review and consistently communicate, apply and implement PBL processes throughout the school including routine collection and analysis of data.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	723	750	748
Girls	357	370	366
Boys	366	380	382
Indigenous	29	28	34
Enrolment continuity (Feb. – Nov.)	96%	94%	96%

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

In 2018 the school had 31 classes with the majority of our students living in the immediate geographical area. Our enrolments have risen steadily over the past few years resulting in an Enrolment Management Plan enacted to manage the growing enrolment trend. In 2017, 4% of our students either spoke or experienced a language other than English spoken in their home environment and 4% of our students identified as Indigenous.

On completion of Year 6 most students transitioned to either Mountain Creek SHS or Kawana Waters State College. During 2017, the Buddina State School Special Education Unit supported 35 students. The majority of these students were integrated into mainstream classes for all or most of the day with in-class specialist support provided as required.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	22
Year 4 – Year 6	27	27	27
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

Our Approach to Curriculum Delivery

Systematic Curriculum Delivery: We have developed a deep understanding of the Australian Curriculum using the Department of Education's P–12 curriculum, assessment and reporting framework. We've innovated and adapted the Curriculum into the Classroom (C2C) materials and have held conversations about the Literacy Continuum to support effective teaching, learning and assessment.

Effective Pedagogical Practices: We have developed and are implementing a whole school pedagogical Framework through 2018. We ensured consistency of teacher judgment and accurate reporting against the Australian Curriculum 'achievement standards' by improving assessment and moderation processes and practices and prioritising these during our planning sessions and moderation across schools as an active member of the Caloundra Coalition of Schools.

Expert Teaching Teams: Our staff all had the opportunity for professional learning, coaching, mentoring and feedback to improve teaching practices. A team of curriculum staff met with classroom teachers at least once per term to plan innovative units of inquiry using high quality, evidence based practices focussing on the success of every student. We used student data to inform our practices so that every student is learning and achieving. These units of work:

- are rigorous and offer opportunity for deep thinking for deep learning
- enhance student numeracy and literacy skills
- provide opportunities for students to engage in higher order thinking through integrated learning activities
- incorporate ICT capabilities
- incorporate assessment tasks and moderation processes
- promotes inclusivity and differentiation

Co-curricular activities

- Our specialist Academic Talent teacher offers students the opportunity to participate in a variety of activities including: tournament of minds, debating, journalist club, drama club and the problem solver's club
- Students compete in International Competitions and Assessments for Schools (ICAS) in English, Maths, Spelling, Writing and Science
- Art classes are offered weekly after school by our highly creative and talented 'artist in residence'
- The Buddina Art Show, a professional art exhibition, also celebrates the magnificent student work produced through the Artist-in-Residence program
- Students access chess lessons and competitions
- Robotics is offered throughout the school years beginning with BeeBots in Prep, Digikids in the early years and moving onto Lego competitions in the later years of schooling
- Our recreational sports program provides our students access to a wide range of opportunities and options in keeping with life in a coastal community
- Our highly successful Surfing Academy excellence program and our skateboarding program are very popular across the school
- The upper school boys compete to be a member of our highly successful Rugby League Development Cup team each year and younger students compete in the Billy Moore Cup
- All students have the opportunity to attend a number of music or dramatic performances presented by external providers throughout the year
- A large number of students participate in the district inter-school sports competitions
- Choir is offered for junior and senior school students, an instrumental music program for brass, woodwind, percussion and strings operates and guitar lessons are provided by a private provider
- Students can attend Voices on the Coast – a day to meet authors and celebrate excellence in literacy
- A marine studies program for Year 6 students, focusing on sustainability.
- The school chaplaincy program is available to support students upon parent request. The chaplain also manages a very popular breakfast club once a month

How information and communication technologies are used to assist learning

At Buddina, learning through ICT, transforms the process of teaching and learning by providing ICT resources and professional development to support and enhance the curriculum.

- ICT Infrastructure includes fully operational labs as well as three desktops in each classroom. Each classroom is equipped with a data projector to use in conjunction with teacher laptops for implementation of the Australian Curriculum
- Our number of mobile devices has been increased so that every early phase class P-5 has three iPads per class and Yr 6 has access to 30 iPads to share
- A Network Administrator is employed for 30hrs a week to oversee the operational system of implementing and maintaining ICT hardware and resources within the school

An ICT support teacher is employed for two days a week to assist in implementing safe ICT practices, selecting and instructing teachers on beneficial programs, in-servicing staff on iPads, software, policies and timetables. Teachers are provided with ideas and programs suitable for differentiation for specific students in the classroom. These include whole school access to Soundwaves Online, Reading Eggs, BrainPop and Maths on line.

Teachers and students display the general capabilities of the digital literacies through the use of a range of digital devices in the classrooms. ICT is embedded in all curriculum areas and is assessed each term using a wide variety of creative digital tools and Microsoft programs. All teachers have access to the Contemporary Practice Resources within The Learning Place for teacher professional development.

Buddina has significant ongoing investment in the ICT program as we believe that Information and Communication Technologies offer teachers and children innovative, creative and interactive educational tools and resources which extend the potential learning environment. The school was fully covered with wireless technology in 2016 and a detailed whole school ICT Infrastructure Plan was developed in 2017.

Social climate

Overview

Staff at Buddina SS work within a Positive Behaviour for Learning (PBL) framework to focus upon positive strategies to promote a positive social climate across the school based on mutual respect between all stakeholders in our school community. As a stable and cohesive school, Buddina is characterised by parents, staff and community groups working closely together to ensure the best possible social and academic outcomes for students. An abiding concern for student welfare and the love of learning are at the centre of all programs developed in the school. The following core values direct and inform all actions within the school.

- Caring for ourselves
- Caring for others
- Caring for our learning
- Caring for our school

These are ubiquitous throughout the school and through persistent focus on these values, positive student attitudes are developed and student behaviour is maintained at a high standard. Further support at an individual level is provided through:

- A highly effective Inclusion team (who meet weekly to consider individual students, prioritise needs and allocate support resources)
- School Chaplain (who provides targeted support for students and operates supportive social welfare programs in the school)
- Kids Hope mentoring (which provides specific support for identified students, assisting with social support)
- An active SWPBS committee & Professional Learning Community (who use data to drive improvement in student welfare and behaviour management)
- A trained psychologist (to provide informed advice, support and liaison with parents, external agencies and the school)

An important element of the social climate at Buddina SS is the explicit valuing of all student abilities. While there is a relentless focus on building academic performance, this is achieved through building a broad curriculum inclusive of diverse talents, abilities and interests of all students. These programs increase student confidence and build social capital within the complete school community. We celebrate the amazing diversity of learning opportunities available to our students and our energetic and enthusiastic staff who dedicate their time to these endeavours:

- Buddina Surfing Academy
- Buddina skateboard program
- Artist-in-Residence and The Buddina Art Show
- School musical (biennial)
- Choir
- Robotics
- Chess
- Tournament of Minds
- BRAINways
- Voices on the Coast
- ICAS competitions
- Debating
- Vegetable gardening
- Rainforest rejuvenation

Parents are also able to access the Outside School Hours Care (OSHC) service provided onsite by Camp Australia. This organisation also provides a comprehensive vacation care program and is licensed for 85 students.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	98%	93%
• this is a good school (S2035)	100%	100%	98%
• their child likes being at this school* (S2001)	97%	98%	100%
• their child feels safe at this school* (S2002)	97%	95%	98%
• their child's learning needs are being met at this school* (S2003)	91%	98%	89%
• their child is making good progress at this school* (S2004)	91%	98%	95%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	90%	88%
• teachers at this school motivate their child to learn* (S2007)	97%	95%	92%
• teachers at this school treat students fairly* (S2008)	91%	100%	85%
• they can talk to their child's teachers about their concerns* (S2009)	97%	100%	95%
• this school works with them to support their child's learning* (S2010)	97%	93%	90%
• this school takes parents' opinions seriously* (S2011)	97%	97%	93%
• student behaviour is well managed at this school* (S2012)	94%	93%	91%
• this school looks for ways to improve* (S2013)	97%	98%	97%
• this school is well maintained* (S2014)	88%	98%	98%

* 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)	99%	100%	100%
• they like being at their school* (S2036)	98%	96%	100%
• they feel safe at their school* (S2037)	97%	98%	100%
• their teachers motivate them to learn* (S2038)	99%	99%	100%
• their teachers expect them to do their best* (S2039)	100%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	99%	98%
• teachers treat students fairly at their school* (S2041)	97%	97%	97%
• they can talk to their teachers about their concerns* (S2042)	98%	96%	96%
• their school takes students' opinions seriously* (S2043)	98%	96%	98%
• student behaviour is well managed at their school* (S2044)	96%	95%	98%
• their school looks for ways to improve* (S2045)	100%	99%	100%
• their school is well maintained* (S2046)	100%	97%	98%
• their school gives them opportunities to do interesting things* (S2047)	99%	100%	99%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	96%	95%	96%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	96%
• they receive useful feedback about their work at their school (S2071)	88%	90%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	96%	94%
• students are encouraged to do their best at their school (S2072)	98%	100%	98%
• students are treated fairly at their school (S2073)	96%	92%	96%
• student behaviour is well managed at their school (S2074)	90%	77%	92%
• staff are well supported at their school (S2075)	86%	87%	79%
• their school takes staff opinions seriously (S2076)	83%	87%	78%
• their school looks for ways to improve (S2077)	96%	97%	96%
• their school is well maintained (S2078)	98%	90%	94%
• their school gives them opportunities to do interesting things (S2079)	84%	87%	83%

* 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, caregivers and members of the wider community are encouraged to be part of the Buddina school community. Opportunities to participate include:

- Becoming a classroom parent representative on the parent forum which meets every month prior to the P&C meeting
- Attending class information sessions presented by the class teacher
- Attending class curriculum expos
- Attending parent-teacher interviews
- Attending school sports days
- Volunteering at various P&C organized fundraising events
- Attending parent curriculum information sessions

All class teachers issue parent information letters at the start of each term and make themselves available for parent meetings throughout the term by request. The majority of staff issue their school email address to facilitate parent-school communication. All members of the administration team have an open door policy for parent enquiries. Buddina SS staff value highly, and strongly encourage parent involvement in all aspects of school life. Buddina SS offer a very robust Inclusion Team service. Through teacher referral, the needs of individual students are closely examined with parents invited to provide input. Teachers and case managers of diverse learners meet with parents twice yearly and as required to review and discuss curriculum and learning environment. Buddina offers acceleration for identified gifted students.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships. Our four Caring Values provide the structure to build a safe and supportive learning environment with a fortnightly focus being shared with students, staff and families via newsletters, parades and lessons. Support structures are in place via the Inclusion Team, Guidance Officer and Chaplain and focus days are acknowledged throughout the year as appropriate.

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	48	25	26
Long suspensions – 11 to 20 days	2	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

In 2018 we continued to work on maintaining our school's sustainability through various programs. Our Rainforest Program involves Year 6 students weeding and propagating plants. The Year 4 students have had the benefit of working with a permaculture horticulturist who has taught them about plants, vegetables and efficient use of water usage in the garden. We continue to sell produce that is harvested and this is very popular amongst the school community as a regular event. The school gardener continues to use compost and mulch on the gardens to reduce water loss through evaporation, and the increased planting of endemic species has seen a growth in native animals within our school gardens. Solar hot water is used in several areas of the school that have hot running water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	186,816	188,076	187,854
Water (kL)	1,921	1,176	

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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and '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.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	58	31	<5
Full-time equivalents	48	19	<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	0
Masters	6
Graduate Diploma etc.*	2
Bachelor degree	50
Diploma	0
Certificate	0

*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 \$103 000

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Workshops delivered by the Regional Heads of Department in English and Mathematics
- Planning alignment with the Australian Curriculum
- Coalition moderation
- Coaching and mentoring in the areas of reading and pedagogy

- Catering for student with disabilities
- Early Years conference
- Numerate Futures conference
- Mentoring Beginning Teachers
- Industrial relations
- Curriculum and HR Roadshows
- Music conference
- Finance and Administration practices
- Digital Technologies
- First Aid and CPR training

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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%	93%	94%
Attendance rate for Indigenous** students at this school	92%	91%	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

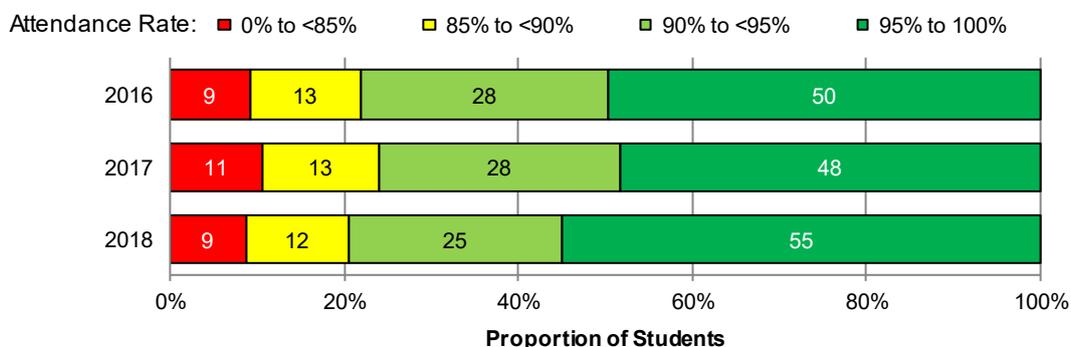
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	93%	93%	94%	Year 7			
Year 1	94%	93%	94%	Year 8			
Year 2	93%	94%	93%	Year 9			
Year 3	94%	93%	95%	Year 10			
Year 4	93%	93%	94%	Year 11			
Year 5	93%	93%	93%	Year 12			
Year 6	93%	92%	93%				

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.

Class rolls are marked twice daily by the class teacher. Parents are contacted via text message using 'same day messaging' for all absences. If a pattern of absences occur, parents are contacted. The negative effect of absences are published regularly in the school newsletter and displayed prominently throughout the school.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

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

[View School Profile](#)

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

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

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

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.