

## Mundingburra State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

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



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## Word to School Overview

Mundingburra State School has proudly served the educational needs of young people in Townsville since 1884. Our school motto is 'Act well your part' and we value compassion, curiosity and resilience. These values are enacted through our rules, We Learn, We Care, We Persevere. Our Prep to Year 6 curriculum is based on the Australian curriculum. Our LOTE is French. Our curriculum is strengthened with an extra-curricular Science Mates program including robotics, Music Mates program including instrumental music lessons, guitar tuition and a choral program and Embedding Aboriginal and Torres Strait Islander Perspectives (EATSIP) program including NAIDOC activities and Deadly Choices. We actively participate in community events including ANZAC day, eisteddfod, robotics, Readers' Cup and sporting competitions. We have a very supportive and proactive parent group in our Parents and Citizens Association. They're actively involved in the school in decision making processes, classroom support, provision of out-of-school-hours care, operating a 'smart choices' tuckshop and fundraising to support our school. Our Positive Behaviour for Learning systems actively bring together a school community that has consistent expectations and values in our school.

# Principal's Foreword

## Introduction

Mundingburra State School's Annual Report provides a brief overview of our goals and achievements in 2017. The report provides statistical information regarding satisfaction levels of staff, students and parents, student outcomes and our staff profile. It provides an outline of 2017 achievements and the future of our great school.

### School Progress towards goals in 2017

In 2017 we had a sharp and narrow focus on teaching with a literacy focus through collaborative inquiry to ensure every student is succeeding at Mundingburra State School. We made significant progress and the data below provides a snapshot of our achievements on Level of Achievement (LoA) data from 2016 to 2017.

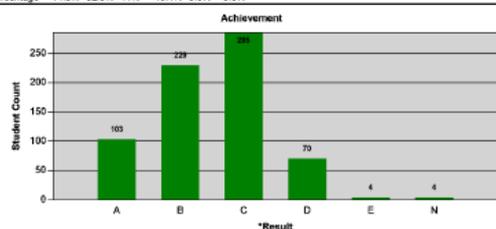
Other significance progress was made in Year 3 NAPLAN results with 52.7% of students achieved in the Upper 2 Bands in Reading. Our Year 3 indigenous students achieved higher results than our non indigenous students in all areas. More specific information can be found on the MySchool site.

#### Level of Achievement Data

##### Assessment Results Subject Summary

Semester 1 2017

Subject: ENGLISH  
 Number of students: 695  
**Achievement Breakdown**  
 Rating A B C D E N  
 Percentage 14.8% 32.9% 41% 10.1% 0.6% 0.6%



##### Assessment Results Subject Summary

Semester 2 2017

Subject: ENGLISH  
 Number of students: 691  
**Achievement Breakdown**  
 Rating A B C D E N  
 Percentage 19.1% 38.5% 35.9% 7.2% 0.4% 0.9%



#### English Level of Achievement Data Growth

	2016 A-C Semester 1	2017 A-C Semester 1
Prep/Yr 1	86.9%	88.7%
Yr 1/Yr 2	82%	87%
Yr 2/Yr 3	87%	95%
Yr 3/Yr 4	83%	93%
Yr 4/Yr 5	88%	94%
Yr 5/Yr 6	90%	93%

#### English Level of Achievement Data Growth

	2016 A-C Semester 2	2017 A-C Semester 2
Prep/Yr 1	85.7%	90%
Yr 1/Yr 2	85.6%	94%
Yr 2/Yr 3	91.1%	94.2%
Yr 3/Yr 4	84.4%	90.1%
Yr 4/Yr 5	86.3%	94.2%
Yr 5/Yr 6	92.2%	93.2%

## Future Outlook

In 2017 we had a sharp and narrow focus to ensure every student is succeeding at Mundingburra State School. The table below outlines our explicit improvement agenda for 2018.

<b>Quality teaching with a literacy and numeracy focus through collaborative empowerment</b>		
Actions	Targets	Timelines
Embed whole school teaching of literacy through year level cohort planning and collaborative inquiries	Effect size of explicit teaching in English units >0.4 from pre-test to post-test	End of Sem 1
Teaching cohorts share collaborative inquiry cycles		Ongoing
Initiate, implement and monitor co-plan, co-teach and co-reflect processes to build teacher capacity to meet student needs		End of Term 3
Embed Anita Archer Explicit Instruction		End of Sem 1
Embed processes to ensure all students can articulate their learning journey and effectively use feedback aligned to success criteria		End of Term 3
Embed using the 4 lesson sequence for Prep and intervention		LOA data 90% C and above
Embed guided reading lessons linked to literacy focus		Ongoing
Embed the use of Seven Steps to Writing Success strategies		Minimum blue in all NAPLAN data (U2B focus)
Embed OLEY and implement PMAP to build the oral language skills of our Prep and language deficient students		Term 1
Develop and implement a whole school spelling policy		End of Term 3
Embed surface, deep and transfer learnings from 'Visible Learning for Literacy'		End of Sem 2
Transfer knowledge of 'Visible Learning for Literacy' to numeracy		Reading benchmark achieved by >90%
Embed mental computation warm-ups into daily numeracy teaching		End of Sem 1
Facilitate opportunities for professional learning in curriculum including new curriculum offerings and innovation in science, technology, engineering and mathematics (STEM)		Ongoing
Conduct assessment clarity tasks and moderation		Close the gap for Aboriginal and Torres Strait Islander students
Implement Early Start	Ongoing	
Review Additional Support and Services Education Team (ASSET) processes and practices	End of Term 1	
Review and implement the policy and procedure for Individual Curriculum Plans	End of Term 3	
	End of Sem 1	
<b>Building capacity through collective efficacy</b>		
Actions	Targets	Timelines
Strengthen partnerships and networks with other schools	Teachers and leaders are able to articulate and action strategies to be successful collaborative learners	Ongoing
Build capacity of teachers and school leaders to make and implement evidence-based decisions		End of Term 3
Collaboratively review school practices with staff, parents and students		
<b>Wellbeing and engagement in a supportive school environment</b>		
Actions	Targets	Timelines
Implement a 2018 PBL Action Plan that incorporates the implementation of across year level PBL lessons	Improved students feeling of acceptance (Student SOS- 81.3% to 85%)	End of Term 2
Regularly review and seek feedback from parents, staff and students on effectiveness of school communication tools	Improved parent satisfaction with usefulness of online information (Parent SOS- 80.5% to 85%)	Ongoing
Establish a staff wellbeing committee to implement data-driven strategies to build positive staff morale	Improved staff morale (Staff SOS- 51.5% to 70%)	End of Term 1 Week 4

# Our School at a Glance

## School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** No  
**Year levels offered in 2017:** Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	704	339	365	85	93%
2016	692	331	361	80	94%
2017	688	331	357	76	95%

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

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

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

## Characteristics of the Student Body

### Overview

Mundingburra State School has an Enrolment Management Plan (EMP) in place to ensure enrolments do not exceed the maximum capacity. The catchment area of the school is relatively small with the feeder suburbs being Mundingburra, Pimlico, Mysterton and Rosslea. The accessibility of the school from Ross River Road, proximity to many parents' workplaces, the fact that we have an OHSC facility and that older family member/s or parents of our current students have attended the school previously along with the school's reputation in the wider community are all factors which contribute to the percentage of students who don't live in the immediate surrounding suburbs and why the school now needs to be enrolment managed. In the past decade, the increased mobility of families has resulted in greater diversity of cultural and socio-economic backgrounds of students who come from a range of family situations. The student population comprises a variety of cultural groups including those with English as a Second Language (15%), Aboriginal and Torres Strait Islander students (13%) and Students with Disabilities (2.3%) We also have approximately sixty students enrolled who have Defence Force parent/s.

## Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	24
Year 4 – Year 6	26	26	24
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- The Australian Curriculum is taught through Curriculum into Classroom (C2C) units.
- Science Mates – an extra-curricular science based activity centred program designed to engage, nurture and highlight the importance of science with students. We are also a Reef Guardian School.
- Music Mates – Instrumental music program – brass, string, percussion and orchestra with performances. A Year 4-6 choir also rehearses and performs. Instrumental and Choral Concerts to celebrate our students achievements and talents occur twice per year.
- Interschool sport is offered to Year 5 and 6 students.
- Our LOTE is French.

### Co-curricular Activities

- Music Mates – staff and parent support group who coordinate performances for instrumental music and choir students. Instrumental music and choral concerts are held twice per year. Eisteddfod performances in verse speaking and singing choirs are also a feature of our Instrumental Music program.
- Science Mates – an extracurricular program offered to all year levels – Adopt a Scientist, staff and parent support group organise activities and excursions after school hours and on weekends. These activities are held once per term. Membership is approximately 100 students.
- Active Bodies – an extracurricular sports based program is run before school once a week to encourage students to be fit and healthy.
- Junior ATSIAP – Junior Aboriginal and Torres Strait Islander Aspirations Program. This program is an aspirational - educational program that aims to promote individual and group learning, team cooperation, confidence and awareness of current issues facing Aboriginal and Torres Strait Islander people whilst the students have fun learning. Our students compete against other schools in six categories: Art, Poetry, Quiz, Commercial, Long Term Problem Solving and Oral Persuasive Speech.
- Challenge Games – Our Students with Disabilities participate in the regionally organised Games for Students with Disabilities at Red Track in July each year.
- Readers' Cup- Some students form a team to compete in a reading challenge against other schools in our area.
- Lego Robotics Challenge and Opti-minds- Some students prepare and compete in these extra-curricula activities with teachers guiding them.

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

Our schools ICT program develops students' ICT and information literacy skills through learning and assessment activities. Computers are used by students and staff in the classroom and in a computer lab. In 2017 BYOD laptop classes were extended to all Year 5 and Year 6 classes. This initiative has been embraced by the school community.

Computers are used by students in their learning and assessment tasks.

Students use online content and services to support their learning. Other multimedia resources such as software programs for robotics, digital cameras and data projectors are all used in conjunction with computers for student learning. Classrooms have interactive whiteboards or data projectors which are used as an effective teaching tool. The school has a bank of iPad and apps that are used by the students for their learning.

## Social Climate

### Overview

Our Defence School Transition Aide and Indigenous Liaison Officer supports and strengthens the relationships between school and home for our Defence Force family students and our identified indigenous students.

We are a Positive Behaviour Learning (PBL) school. PBL is a proactive school wide systems of support for defining, teaching and supporting appropriate student behaviours to create a positive school environment. The systems focus on prevention, instruction, establishing school environments that support long term success of effective practices, appropriate student behaviour being taught, positive behaviours being publicly acknowledged and problem behaviours having clear consequences.

Effective behaviour support strategies are implemented at the school wide, specific setting, classroom and individual student level as per our Behaviour Expectations Matrix. Social skill lessons and explicit lessons aligned to our Behaviour Matrix are taught in classes.

Our Guidance Officer and Wellbeing Teacher also offer programs, guidance and support through our Student Services processes. Our Special Education Program (SEP) teachers also supports our students with disabilities to assimilate and function well for learning in the classrooms. The SEP teachers also liaises with the families of our students with disabilities.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	97%	95%
this is a good school (S2035)	96%	97%	94%
their child likes being at this school* (S2001)	98%	97%	98%
their child feels safe at this school* (S2002)	96%	100%	98%
their child's learning needs are being met at this school* (S2003)	92%	97%	95%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is making good progress at this school* (S2004)	90%	95%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	92%	92%
teachers at this school motivate their child to learn* (S2007)	92%	92%	94%
teachers at this school treat students fairly* (S2008)	94%	89%	92%
they can talk to their child's teachers about their concerns* (S2009)	98%	100%	94%
this school works with them to support their child's learning* (S2010)	92%	89%	93%
this school takes parents' opinions seriously* (S2011)	94%	89%	90%
student behaviour is well managed at this school* (S2012)	94%	87%	87%
this school looks for ways to improve* (S2013)	96%	89%	94%
this school is well maintained* (S2014)	94%	89%	94%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	99%	100%
they like being at their school* (S2036)	96%	96%	96%
they feel safe at their school* (S2037)	94%	95%	93%
their teachers motivate them to learn* (S2038)	97%	97%	97%
their teachers expect them to do their best* (S2039)	97%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	100%
teachers treat students fairly at their school* (S2041)	88%	84%	92%
they can talk to their teachers about their concerns* (S2042)	91%	86%	91%
their school takes students' opinions seriously* (S2043)	90%	86%	88%
student behaviour is well managed at their school* (S2044)	76%	84%	84%
their school looks for ways to improve* (S2045)	96%	95%	97%
their school is well maintained* (S2046)	90%	95%	91%
their school gives them opportunities to do interesting things* (S2047)	92%	92%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	86%	83%	91%
they feel that their school is a safe place in which to work (S2070)	95%	86%	93%
they receive useful feedback about their work at their school (S2071)	78%	74%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	75%	84%
students are encouraged to do their best at their school (S2072)	95%	94%	99%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
students are treated fairly at their school (S2073)	92%	91%	99%
student behaviour is well managed at their school (S2074)	78%	82%	90%
staff are well supported at their school (S2075)	74%	74%	84%
their school takes staff opinions seriously (S2076)	69%	65%	81%
their school looks for ways to improve (S2077)	86%	86%	96%
their school is well maintained (S2078)	86%	89%	93%
their school gives them opportunities to do interesting things (S2079)	75%	69%	81%

\* 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

It is important to us that we promote our school profile, curriculum vision and values through communication to sustain enrolments and to support and enhance our relationships and partnerships with the school and wider community.

Our parents are involved in their child's education through:

- Parent and Citizens Association meetings held on the 4th Thursday of every month.
- EATSIP Parent Group meetings held on the 4<sup>th</sup> Thursday of every month.
- Music Mates Support parent group – a support group for the Instrumental music and class music program and performances.
- Science Mates Parent Support group – a program whereby parents support the schools' science curriculum through planned afternoon experiment days, field trips, excursions etc.
- Classroom Support – many teachers welcome and appreciate the support of parent volunteers in their classrooms to help with activities such as reading, numeracy and art.
- Sporting events – parents/carers help with tasks on sporting days and occasionally during season sport activities.
- Tuckshop – parent volunteers are always welcomed and encouraged to support.
- Library Support- parents volunteer their time to help with tasks such as book covering and when we hold Book Fairs through the year.

### Respectful relationships programs

The school in conjunction with the P&C has developed and/or adopted and implemented programs that focus on appropriate, respectful and healthy relationships including Life Education lessons, Talk About It and Rock and Water.

Our Positive Behaviour for Learning lessons and whole school focus activities ensure social skills are taught. Our Wellbeing teacher provides additional support to students identified with specific needs.

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	79	64	72
Long Suspensions – 11 to 20 days	1	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

In 2017, we continued to be proactive with staff regarding our behavioural habits about electricity usage during teaching and break times, with the anticipated outcome to be that all staff and students would be more vigilant and mindful of turning off unnecessary electricity, especially when they are not in classrooms. We continue to be very active in our recycling cans and batteries initiatives with plans to include recycling bins as part of our general rubbish management

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	363,992	9,275
2015-2016	307,161	4,146
2016-2017	362,967	1,621

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

## School Funding

### School income broken down by funding source

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

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

## Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	47	26	<5
Full-time Equivalent	44	18	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	0
Bachelor degree	45
Diploma	
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$80839.

The major professional development initiatives are as follows:

- Visible Learning for Literacy (Hattie, Fisher and Frey)
- Planning using the Australian Curriculum and C2C including unpacking the MSV
- Collaborative Inquiry Process
- Anita Archer Explicit Instruction including Gradual Release of Responsibility
- Four Lesson Sequence
- Guided Reading
- Seven Steps to Writing Success
- Rock and Water
- Mandatory Training- Code of Conduct, Student Protection training, Asbestos Awareness, Anaphylaxis training, Internal Controls, Workplace Health and Safety
- Australian Professional Standards for Teachers
- Using OneSchool including ICPs and Markbook

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

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

From the end of the previous school year, 93% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

## STUDENT ATTENDANCE 2017

Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	88%

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

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

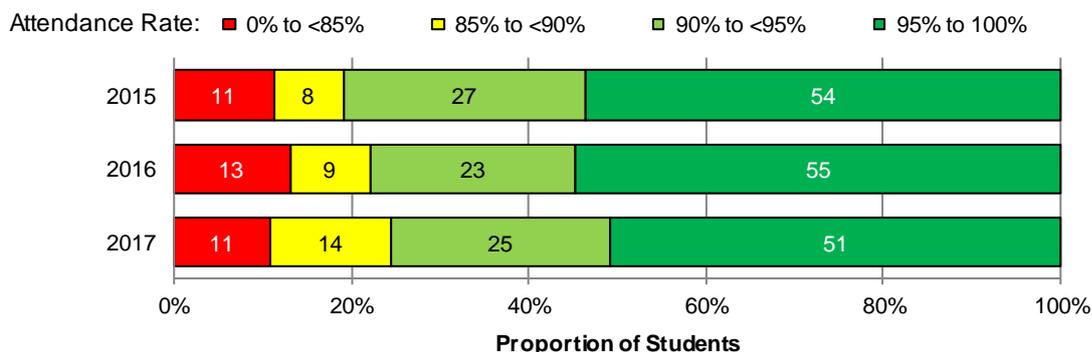
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	94%	94%	93%	93%	95%	94%						
2016	94%	92%	94%	94%	92%	94%	94%						
2017	94%	94%	91%	95%	93%	93%	92%						

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

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



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

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

At Mundingburra State School, electronic roll marking occurs twice per day at 9.30am and then again at 2.00pm. We have introduced a number of strategies to both encourage improved attendance and assist in maintaining attendance levels to a high level throughout our school. These strategies are outlined below:

- Informing and frequently reminding staff/students/parent community of our aim to achieve and/or maintain 95% attendance throughout the term/semester/year
- Weekly 'trophy' awarded on assembly to the (lower and upper) class with the highest attendance for the week-to be held in recognition until assembly the following week
- Access to/use of the One School Dashboard option for staff
- Awards/certificates awarded on assembly

- Teachers/admin staff follow up unexplained absences quickly through a variety of avenues including:-
  - \* SMS text message for every unexplained absence each day
  - \* phone calls to every parent/carer who does respond to an SMS message
  - \* emails
  - \* face to face conversations
  - \* One School generated letters requesting explanations of 'unexplained absences'
- Flyers placed strategically around the school – in high 'traffic' areas (and outside of classrooms), where they are easily seen by visiting parents regarding 'Does Attendance Really Matter' and 'What Sort of Start is Your Child Getting?'
- Follow and monitor the school's Attendance Policy which is aligned to DET procedures.
- Weekly absence reports monitored and followed up by staff.
- Intervention/support given to families of students exhibiting patterns of poor attendance. Deputy Principals, Wellbeing teacher and Indigenous Support aide provide targeted support/intervention depending on student/family needs.

## NAPLAN

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

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

### Find a school

The screenshot shows a search interface with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode" below the first field.
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters at the bottom.

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

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

## Conclusion

For more information about our school, do not hesitate to contact us by email, phone or visiting the school.