



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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| | |
|-----------------|---|
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School Overview

Aitkenvale State School is centred near urban commercial outlets and is seen as the hub of the local community. Children attending the school, which caters for students from Prep to Year 6. Over 50 % of our school population come from the culturally diverse backgrounds of Africa, Europe, Asia and traditional Indigenous lands . Aitkenvale State School also has a structured Intensive Language Centre (ILC) due to many of our clientel having English as a second dialect. This intensive approach allows for those identified students to gain the necessary individual reading and writing requirements to engage with Australian Curriculum through a structured learning approach. All classroom teachers are highly skilled in curriculum planning and delivery with visible learning walls a primary student engagement mechanism in every room. The school offers a 1 to 1 digital device program ensuring all students have the ability source the latest information and gain a complete knowledge base of individual subject matter. All teaching spaces are airconditioned and have fridges for student lunches. A 25 metre pool is central to the sporting program which features fitness and most sports. School grounds stay lush and green year round due to a fully automated irrigation system that is supplied from a comprehensive groundwater basin that is located directly under the school grounds.

Principal's Foreword

Introduction

Our school annual report displays a broad view of our schools resourcing and performance in the followings key areas:

- Strategies to improve student learning and achievement
- Resourcing of learning areas inclusive of literacy and ICT
- School curricula and extra curricula offerings
- Student attendance
- Annual school opinion survey
- Staff professional profile and workforce composition

School Progress towards its goals in 2017

Progress towards its goals in 2017

| REPORTABLE ACTION | PROGRESS |
|---|----------------|
| • Strategic approach to improving student reading from Prep - 2 | Embedded |
| • Whole school approach to improving writing | Working toward |
| • Feedback systems for all learners in classrooms | Embedded |
| • Reach I to 1 digital device status, whole school wifi and NBN connectivity | Embedded |
| • Systematic processes to build staff capacity of curriculum understanding and delivery | Embedded |
| • Reduction of student disciplinary absences through modified school behaviour systems | Working toward |
| • Whole school approach to improving student attendance | Ongoing |

Future Outlook

Aitkenvale State School will be driven by the following key priorities outlined in our 2018 Annual Implementation Plan:

- Whole school data driven case management approach with a focus of the delivery of high yield universal, targeted and differentiated practices
- Collaborative Inquiry based approach to improve the professional learning of teachers through quality coaching sets and peer to peer class visits
- Targeted reading approach from PREP-2 through Four Lesson Sequence intensive reading model
- Visible Learning walls continue to evolve and be the central driver of student engagement and learning
- Student Achievement Meetings with a sharp and narrow focus on students being assessment literate and teachers reflecting upon their practice
- Cohort Analysis Meetings driving improvement in Level Of Achievement data in English, Math and Science (CAMs)
- Introduce and embed new Positive Behaviour and Learning (PBL) framework
- 1 to 1 laptop program becomes formalised with every student having access to a digital learning device with the majority being XO infinity machines
- Work with partner schools of Town High and Wulguru to moderate student work and participate in cross – school professional development sets
- Student attendance at or above 93% with a 20% reduction in unexplained absences
- Active school and community partnerships to improve the wellbeing of students and their families

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 | 425 | 200 | 225 | 104 | 91% |
| 2016 | 480 | 235 | 245 | 124 | 91% |
| 2017 | 484 | 225 | 259 | 130 | 88% |

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

Aitkenvale State School is centred near urban commercial outlets with a student enrolment nearing 500 students. Children attending our school come from many differing locations throughout Townsville and from diverse ethnic and socioeconomic background. Our school population is made up of a multitude of differing nationalities and religious groups. Aitkenvale State School student body has 35 % refugee/ migrant and 25% indigenous background of students making a culturally dynamic cohort that has created a tolerant and culturally accepting group of young learners and parent groups.

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 | 19 | 18 | 17 |
| Year 4 – Year 6 | 21 | 20 | 21 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

Our Approach to Early Learners

In 2017, there were no students enrolled in a Pre-Prep program. However our school has a designated Step Into Prep program for students not eligible for formalised schooling.

Program Dynamics: Our Step into Prep program values our diverse multicultural student body and supports those younger students approaching school age through the following approaches within our program:

- We have a fully qualified teacher and teacher aide running the program on Wednesday and Fridays
- Our curriculum is underpinned by the early years learning framework and regular feedback is given to parents and carers
- All attending students are offered play based gross motor activities while fine motor activities are offered through the modes of regular writing , drawing and 1 to 1 ICT mediums through the use of IPADS
- Our school has a pool on site and swimming lessons are offered free of charge in term 4 of each year

Transition to Prep year: All of our Step into Prep enrolments are offered the opportunity to take part in transitions to Prep year. This transition has been successful due to the following:

- In term 4 our enrolled students begin a series of 6 transitions to our PREP year in the mornings for an hour building to a full morning session
- Parents meet with our PREP teachers early in term 4 to capture enrolment and give a clear picture of student ability and learning need
- Involving students and parents early in term 4 allows for smooth orientation and transition to PREP year
- Learning development is recorded for all participants and ability screeners are used to ascertain childhood development levels before entering prep year
- As our school has a high refugee and migrant population our program is culturally diverse to ensure all nationalities and recognised and respected
- Our student numbers have shown steady increase over the 2 year span with a variety of media sources used to promote the program

Co-curricular Activities

Our approach to curriculum delivery

Our distinctive curriculum offerings: Our distinctive curriculum offerings are closely aligned with our diverse student requirements. These are delivered in the form of:

- Student data collection tracking individual student performance and inform school programming for differentiated curriculum learnings
- Visible Learning Walls or Learning Journeys to assist students with personalised learning and assessment
- Student goal setting of reading
- 4 lesson sequence reading strategy implemented to increase reading levels from PREP – 2
- 1 to 1 XO laptop program from PREP - 5
- IPAD masterclass in Year 6
- Explicit teaching of reading and literacy everyday
- Support teachers assisting our students using English as a second dialect
- Engaging teaching and learning sequences catering for our broad spectrum of students
- Music and instrumental programs
- Physical education programs swimming lessons offered annually utilising or school pool
- Intercultural Curriculum Investigations (ICIs) are delivered as Languages Other Than English program to broaden the knowledge base of all students relating do the diverse range nationalities that are particular to our school

Co-curricular Activities

- Learn to swim classes, Inter house and Inter school swimming carnivals
- Interschool sporting events
- Cross country and athletic events in both internal and external forms
- Student support programs building upon social, cultural and academic areas
- School visitations by external organisations delivering learning experiences fostering social and emotional wellbeing
- A quality chaplaincy program assisting with student wellbeing and engagement
- Good Shepherd Hospice visits by or senior students
- NAIDOC
- Refugee Week celebrations
- Younger Stronger Smarter Youth Leadership Engagement
- Life Education
- Swimming improvement lessons

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are used to assist learning. Information and Communications Technology focuses on providing students with the tools to connect globally to enrich their learning . Aitkenvale State School is proud to have a 1 to 1 digital device program ensuring every student has optimum connection to global information. The knowledge, skills and behaviours identified or this domain enable students to:

- develop new thinking and learning skills that produce creative and innovative insights
- develop more productive ways of working and solving problems individually and collaboratively
- create information products that demonstrate their understanding of concepts, issues, relationships and processes
- express themselves in contemporary and socially relevant ways

- communicate locally and globally to solve problems and to share knowledge
- Understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.

Implementation:

- ICT is an essential component of the Technologies learning area of the Australian Curriculum
- The school will appoint a ICT coordinator who will work with Technologies staff to coordinate the development and implementation of ICT across our school inclusive of smart devices (XO's, i-pads)
- All Technologies teachers are required to work with their respective professional learning teams, sections and faculties to contribute to the development and implementation of a viable, guaranteed and sequential ICT programs for all students and to implement student needs based lessons using agreed planning templates, assessment tools and lesson structures.
- Student's individual abilities will be measured and reported against the expected Australian Curriculum achievement standards, particularly at the commencement of each unit of work, and learning opportunities must be provided that cater for the identified needs of each student.
- Student progress in ICT will be reported in half and end of year academic reports.
- Intervention programs will be provided for all students at all year levels identified as 'at risk'
- ICT activities that reflect the topics being studied at school, and are appropriate to each child's ability, will form a regular component of each students learning plan
- Substantial budgets that provide for the needs of the ICT program including full wireless connectivity throughout the school and NBN connectivity
- Professional development will be developed by the ICT coordinator in consultation with all Technologies staff
- 1 to 1 XO laptop program exists from PREP - 5 with IPAD masterclass in Year 6
- Weekly coding club held within school lunch hours

Social Climate

Overview

Aitkenvale State School is centred near urban commercial outlets and is seen as the hub of the local community. Children attending the school, which caters for students from Prep to Year 6. Over 50 % of our school population come from the culturally diverse backgrounds of Africa, Europe, Asia and traditional Indigenous lands . Our school population is made up of a multitude of differing nationalities and religious groups making an eclectic and diverse student body that is a dynamic, tolerant and culturally accepting group of young learners. Parents are encouraged to be involved in their child's education and also to be actively involved in school events and activities. Students are reminded of the school's core values of being PROUD, STRONG and SMART learners regularly throughout the day and at special school events. Our whole school is underpinned by the fantastic 4 of Being Respectful, Responsible, Safe and an Achiever

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) | 86% | 92% | 100% |
| this is a good school (S2035) | 100% | 92% | 100% |
| their child likes being at this school* (S2001) | 100% | 100% | 100% |
| their child feels safe at this school* (S2002) | 86% | 100% | 89% |
| their child's learning needs are being met at this school* (S2003) | 86% | 86% | 95% |
| their child is making good progress at this school* (S2004) | 86% | 93% | 95% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 86% | 100% | 95% |
| teachers at this school motivate their child to learn* (S2007) | 86% | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 86% | 92% | 95% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 86% | 89% |
| this school takes parents' opinions seriously* (S2011) | 86% | 85% | 83% |
| student behaviour is well managed at this school* (S2012) | 86% | 85% | 95% |
| this school looks for ways to improve* (S2013) | 100% | 85% | 94% |
| this school is well maintained* (S2014) | 100% | 86% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 92% | 97% | 95% |
| they like being at their school* (S2036) | 94% | 94% | 94% |
| they feel safe at their school* (S2037) | 91% | 98% | 94% |
| their teachers motivate them to learn* (S2038) | 94% | 96% | 96% |
| their teachers expect them to do their best* (S2039) | 97% | 99% | 95% |
| their teachers provide them with useful feedback about their school work* (S2040) | 94% | 98% | 95% |
| teachers treat students fairly at their school* (S2041) | 82% | 90% | 92% |
| they can talk to their teachers about their concerns* (S2042) | 82% | 89% | 93% |
| their school takes students' opinions seriously* (S2043) | 83% | 96% | 90% |
| student behaviour is well managed at their school* (S2044) | 80% | 84% | 92% |
| their school looks for ways to improve* (S2045) | 97% | 96% | 96% |
| their school is well maintained* (S2046) | 95% | 97% | 93% |
| their school gives them opportunities to do interesting things* (S2047) | 93% | 97% | 95% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 98% | 91% | 98% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 98% |
| they receive useful feedback about their work at their school (S2071) | 93% | 83% | 91% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 91% | 94% | 97% |
| students are encouraged to do their best at their school (S2072) | 100% | 97% | 98% |
| students are treated fairly at their school (S2073) | 95% | 94% | 93% |
| student behaviour is well managed at their school (S2074) | 100% | 97% | 98% |
| staff are well supported at their school (S2075) | 93% | 89% | 91% |
| their school takes staff opinions seriously (S2076) | 83% | 83% | 87% |
| their school looks for ways to improve (S2077) | 98% | 97% | 98% |
| their school is well maintained (S2078) | 100% | 94% | 96% |
| their school gives them opportunities to do interesting things (S2079) | 95% | 97% | 91% |

* 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 following initiatives involving parents are part of our school culture in the involvement of parents:

- Allocated parent times for reading groups
- Regular sporting activities including Rugby League , AFL , cricket
- Parade and event invitations
- Award Ceremonies
- Step Up to Prep Learning groups
- On site swimming lessons
- Information evenings
- School discos , movie nights and fetes
- Parent interviews
- Parent committees
- Cultural Hub Space learning courses primarily for Refugee and Migrant clients
- NAIDOC , Harmony and annual whole school sports events

The following adjustment and support programs were utilized for differentiation of learners with special needs:

- Intensive Language Centre for our EALD students
- Individualised Learning Plans for refugee and indigenous students
- Individualised Curriculum Plans for students to engage with curriculum at a level well outside the benchmark level for their appropriate age
- Individual Behaviour Support Plans
- Digital devices to access curriculum in differing modes
- Visible learning walls for student / teacher co construction of assessment tasks
- Teacher professional development and support mechanisms to bolster teaching ability and delivery

Respectful relationships programs

The school has developed and implemented the following programs that focus on appropriate, respectful and healthy relationships:

- Younger Stronger Smarter youth leadership and emotional wellbeing and resilience program
- Student Council meetings and fundraising projects
- Adopt - a - Grandparent initiative working with local nursing home (Good Shepherd)
- School wide positive behaviour lessons that are targeted toward a weekly focus
- Going for Gold behaviour reward systems in every classroom
- Personal Best parade and badge ceremony every term
- Weekly awards on whole school parade
- Student health and wellbeing articles in schools weekly newsletter
- Prayer room to accommodate diverse faiths
- Breakfast club
- Life Education Van student workshops fully funded by the schools P&C group
- Coles 2nd bite food relief program 3 times per week
- Workshops involving Townsville Intercultural Centre and Townsville Migrant Support Group

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 | 247 | 166 | 162 |
| Long Suspensions – 11 to 20 days | 2 | 1 | 1 |
| Exclusions | 2 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

Aitkenvale State School has employed the following initiatives in reducing our environmental footprint:

- Fully automated irrigation of school grounds using bore water for 90 % of all areas using bore water.
- Use of Skoolbag APP for most school correspondence inclusive of newsletters by digital formats. This innovative approach has reduced our photocopy copy paper of A3/A4 formats by > 20 000 copies annually
- All teachers encouraged to turn lights off when possible
- Use of fans instead of air conditioning units
- All air conditioning units are set to 25 degrees
- Planting and upkeep of trees providing shade for students
- Use of recycling systems to separate waste inclusive of general waste, recyclable paper and plastics and food scraps to feed our chickens on school site
- Ablution blocks all have water saving toilets and taps installed

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 359,521 | 11,429 |
| 2015-2016 | 292,249 | 11,578 |
| 2016-2017 | 382,224 | 9,263 |

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

Sector:

Government

Non-government

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 | 39 | 24 | 2 |



| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Full-time Equivalents | 35 | 17 | 0 |

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.** | 1 |
| Bachelor degree | 34 |
| Diploma | 1 |
| Certificate | 0 |

*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 **\$13606.97**

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Code of Conduct and student protection
- 1st Aide
- Stronger Smarter leadership sessions
- Data engagement and student analysis
- Student Achievement Meetings
- Cohort Analysis Meetings
- Unit Planning sessions
- Middle leadership courses
- Essential skills for classroom management
- Engaging with the Australian Professional Standards for Teachers
- ICT training
- Web based professional learnings modules
- Reading and writing workshops
- Early years learning frameworks
- Workplace Health and Safety Training
- Cross school moderation sessions
- YUMI deadly MATH

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% | 97% | 97% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

Performance of Our Students

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). | 91% | 91% | 90% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 84% | 84% | 80% |

*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%.

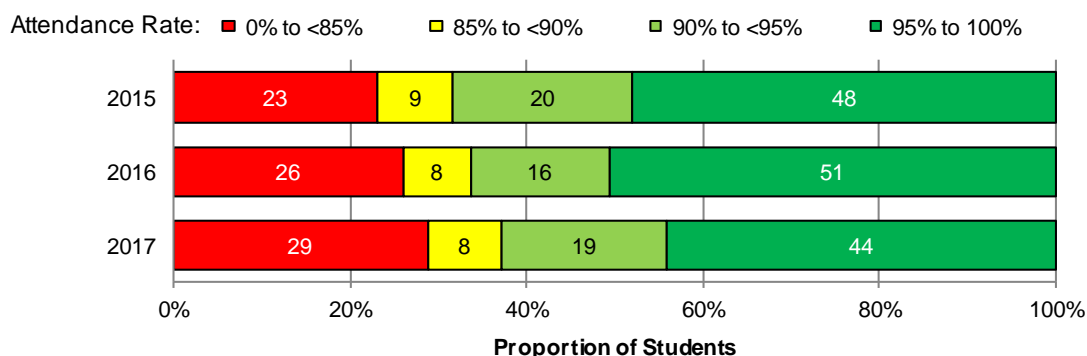
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 89% | 90% | 93% | 88% | 91% | 90% | 94% | | | | | | |
| 2016 | 91% | 86% | 92% | 92% | 92% | 91% | 91% | | | | | | |
| 2017 | 90% | 89% | 88% | 89% | 92% | 89% | 90% | | | | | | |

*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.

Aitkenvale State School operates all programs and strategies aligned with the 'Every Day Counts' state schools philosophies. Non - attendance is managed by the following:

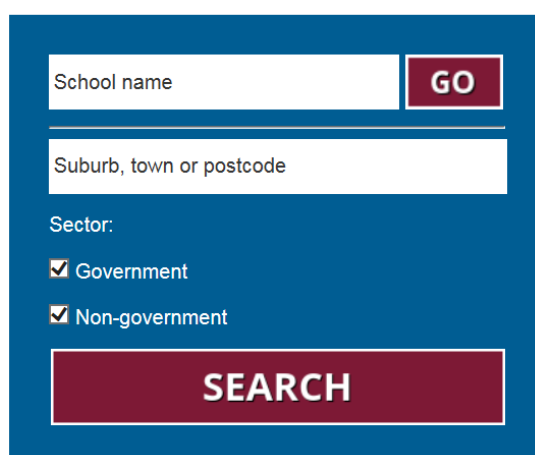
- Mandatory marking of roles in the AM and PM
- ID attend system functional with text messages sent to parents / carers for non - attending students
- Teachers are encouraged to call parents to follow up absences
- All classrooms have attendance data walls visible
- Long term absences are contacted by administration through phone or face to face modes clearly articulating enrolment expectation
- Contact with outside agencies alerting them to intermittent, continual or prolonged student non attendance
- Attendance rewards systems for both individual and classroom positive attendance rates
- All unexplained absences are followed up eradicating truancy
- Home visits regularly occur for those students who are at risk of poor attendance
- Employment of a mobility and transition officer
- Younger Stronger Smarter Youth Engagement program
- Adopt A Cowboy program
- Try 4 5 Cowboys program
- Celebratory events held each term for 95 % < attending students

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



School name

Suburb, town or postcode

Sector:

Government

Non-government

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

Aitkenvale State School enrolment trends have increased over the previous 2 year cycle by more than 10% making our school the 'school of choice' in the local area. As our school continues to grow continual improvements will be made to the school environment, classrooms and resourcing to rival any nearby state and private educational institutions.

As we say - The Grass is Greener at Aitkenvale State School!