Beachmere State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Beachmere State School is a small school, with approximately 310 students. It is located in the Moreton Bay Region and part of the North Coast Region. The school motto is "To Soar with Persistence" which underpins the high expectations for learning and behaviour expected of all students by our school staff, parents and community members. Students are reminded daily that they can achieve great things in their learning and this is represented in our school values of: Attitude, Effort and Respect. We have high expectations for learning and behaviour because we strongly believe all students can achieve every day in every classroom. The key values underpinning our culture of learning are demonstrated in our 4 Cares Beachmere Rules: Caring for Yourself, Caring for Others, Caring for Learning and Caring for School. Well qualified and experienced staff are committed to helping all students achieve their potential. We value the positive and productive relationship between the school, parents and local community and believe that these relationships are central in enabling children to achieve their potential. The school is very community orientated and has regular and ongoing support from parents and local volunteers. School volunteers support student learning in a range of educational areas including classroom reading programs, school community garden projects, sporting and cultural activities. The school has a very active and supportive Parents and Citizens Association that provides financial and "on the ground" support for a range of Educational Programs.

This report outlines the priorities and focus of the School Improvement Agenda. It shares information about student outcomes as evidence to support improvement initiatives as well as highlighting community sentiment towards the school's core business and how this shapes decision making. To gain maximum benefit from this Annual School Report, it should be read alongside other information, such as school reports for your child and school newsletters.

School progress towards its goals in 2018

The Quadrennial School Review, the Beachmere State School Strategic Plan 2016-2019 and the Annual Improvement Plan (AIP) provided the focus and key priorities for the school in 2018.

Our 2018 Explicit School Improvement Agenda was:
- Improving reading outcomes
- Improving writing outcomes
- Improving students engagement

The key strategies used to address the School Improvement Agenda were:

- Refining our Whole School Curriculum Plan utilising OneNote as our Digital Curriculum Platform (Focus on English and Maths) and aligning all documents to the Australian Curriculum.
- Continuation of the implementation of the Australian Curriculum in English, Mathematics, Science and Humanities and Social Sciences through professional development and pre and post moderation activities.
- Refining the 'Beachmere Way" of teaching reading and ensuring consistency of pedagogical practice across all year levels. Specifically focused on the Gradual Release of Responsibility Model and 1 hour uninterrupted Reading Blocks.
- Reviewing the teaching of writing and implement 'The Beachmere Way' of teaching writing.
- Continued implementation of the whole school pedagogical, coaching and feedback framework.
- Reviewing the Assessment and Reporting Framework and aligning it to the Australian Curriculum .
- Continued improvement and enhancement of targeted intervention strategies, with a focus on the early years.
- Improving student attendance to meet school and regional targets.
- Reinvigorate and implementing PBL (Positive Behaviour for Learning) practices and implement Reboot to improve student engagement and decrease behaviour referrals and suspensions.

Future outlook

Key improvement strategies for the future align with the School Review Key Improvement Priorities. These improvement strategies are:

- Collaboratively refine and implement the Whole School Curriculum Plan that outlines a clear process for effective planning, teaching and assessment of learning.

- Continue to use systematically collected data to inform and monitor whole-school programs, interventions, initiatives, and targets for improvement.

- Build the data literacy capability of staff members.

- Refine and embed a strategic approach to the development of a feedback culture across the school. Align the provision of formalised observation, feedback, coaching and mentoring to the school improvement agenda.

These improvement strategies have been crucial components in developing the school's 2019 Annual Implementation Plan.

As outlined in the Annual Implementation Plan, Beachmere State School will continue to work towards improved student outcomes in Reading, Writing and Student Engagement. Targeted intervention for students not achieving school benchmarks and strong community-school relationships are also a focus. Staff will participate in professional development on the 'The Beachmere Way' for Writing, implementation of the Australian Curriculum and manipulating C2C units of work to suit our context. Teachers will participate in systemic testing and assessment moderation, to ensure students are meeting national standards. Teachers will continue to provide engaging, 'real life' learning experiences, which relate to our students and our community.

In 2019, Beachmere State School will continue to utilise 'Investing For Schools' funding to support students' learning, by continuing extension/learning support programs, increasing support time in classrooms and targeted resourcing, particularly in the area of reading and writing. We will also be developing pro-active strategies to support student engagement.

Our school at a glance

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School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	300	306	309
Girls	146	148	145
Boys	154	158	164
Indigenous	19	24	30
Enrolment continuity (Feb. – Nov.)	87%	92%	87%

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

Beachmere State School is a small school catering for students from Beachmere, Ningi and surrounding areas. The school currently has an enrolment of 310 students. Our Index of Community Socio-Educational Advantage value is 945. This is below the average of 1000 with a percentile of 22. Our vision is to develop informed and well balanced citizens through a love for learning and a care for our local environment. The Beachmere motto is "To Soar with Persistence." Our Leadership team, Teachers & Teacher Aides unpack this for our students to give it meaning and purpose by reinforcing every day the four school rules of: Care for Learning, Care for Self, Care for Others, and Care for School.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	22
Year 4 – Year 6	24	25	28
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

At Beachmere State School we deliver quality learning programs for all students. Teachers plan collaboratively to ensure teaching and learning programs are clearly aligned to the Australian Curriculum and differentiated for the specific learning needs of students. Our Whole School Curriculum is centralised using OneNote as a Teaching and Learning Platform to store and utilise a variety of learning tools. OneNote also

ensures consistency of teaching and learning programs between classrooms from Prep – Year 6. Teachers participate in pre and post moderation practices to ensure consistency in teaching, learning and assessment practices. They also participate in data profile meetings with the leadership team to track student progression and identify students who are not making the expected progress or additional support.

Our learning focus for 2018 has been on improvement in reading and writing standards. Our school and teaching staff explicitly teach reading and writing skills every day using the Gradual Release of Responsibility Model (I Do, We Do, and You Do). All classrooms implement a daily 1 hour reading block which is research-based and aligned to the North Coast Regions' Reading Policy. Every term, teachers implement a consistent writing task, moderate student samples and mark them against the literacy continuum to track improvement and identify the next step in teaching and learning.

Co-curricular activities

Beachmere State School provides a wide variety of extra curricula activities. These include:

- ROBOTICS CLUB: This was offered to students in Years 4, 5 and 6 who demonstrated interest and ability in robotics and basic programming. Robotics Club is run three times per week during 1st lunch play break.

- INTERSCHOOL SPORT PROGRAM: A variety of sports are on offer to students in Years 5 & 6 including Rugby League, Touch Football, Netball, Softball and Soccer. Students are provided the opportunity to compete against other local schools within their chosen sports.

- GARDENING PROGRAM: A community garden is located on the school site. The community garden is supported by local Beachmere volunteers and a dedicated gardening teacher. The school has a gardening program which is clearly aligned to the Maths and Science curriculum and involves students from Prep - Year 6. Our local kindy centres also visit the garden regularly. Students are provided with hands-on learning experiences which are authentic and engaging.

- CHOIR PROGRAM: Our school has a choir which consists of 30 students from Years 2 – 6. The choir rehearses two days per week and has entered competitions in 2016, 2017 and 2018. The choir has recently purchased choir shirts and a school banner to enhance their appearance and presence whilst at competitions.

- GUITAR AND KEYBOARD CLUB: Our school offers guitar and keyboard lessons each week during lunch breaks to students in Years 2-6. The school supplies the equipment for this activity.

- INSTRUMENTAL MUSIC: Students in Years 4 – 6 are provided the opportunity to learn how to play an instrument. Band rehearsal is held on a Wednesday and individual lessons are offered from 11:30am – 2.30pm.

- SCIENCE FAIR: This annual event is open to all students. With guidance from the Science Fair Coordinator, students select a science topic and create a display. The preparation for Science Fair is extra-curricular, so students work at home to build their displays. Past projects have included a volcano, a space model, bubbles, rockets, how seeds grow, how a camera works, surface tension, and the life of a bat. On the day of the Science Fair, the school community is invited to view all the displays in the school hall.

- BEACHMERE'S CELEBRATION OF TEACHING & LEARNING: Each year, the Beachmere School Community celebrates Literacy and Numeracy Week (known as Beachmere's Celebration of Teaching & Learning) with an action-packed week of events. These include Open Classrooms, Book Week Parade, Showcase Assembly, Book Readings and Maths Competitions. A timetable of events is given to all families to allow them to participate in as many activities as they like.

- COMMUNITY DAY: Community Day is an event in which many agencies and organisations gather in the School Hall to provide information and support to families. Agencies included Red Cross, Autism QLD, Chaplaincy, Lions Club of Beachmere, C&K Beachmere, Goodstart Early Learning, Moreton

Bay Regional Council, Neighbourhood Centre, Roberts Alexander Optometrists, Early Years Learning Centres and St Vincent de Paul.

- UNDER 8s DAY: Students in Prep to Year 2 celebrate all things Under 8! An exciting morning for students and their families with face painting, biscuit decorating, art & craft, games, parachute and relays, gardening and many more.

How information and communication technologies are used to assist learning

In 2018, Beachmere State School continued to implement the Digital Technologies Key Learning area through the implementation of the #QLDTech Ambassador. The Ambassador has provided both specialist lessons in Digital Technologies and also professional development for our teaching staff.

Students were also engaged in the following digital learning programs as part of our four-year strategic plan:

- Robotics Program: The program is implemented in two forms by a dedicated digital technology teacher:

1. Classroom Robotics which all students participate in (30 - 40 minute lessons per week). This is clearly aligned with the Australian Curriculum Technologies

2. Robotics Club: This is for selected students from Years 4, 5 and 6 who show interest and ability in basic robotics and programming

- iPads for Learning Program: A pod of 24 iPad minis were purchased to enhance and motivate student learning in our priority improvement area of reading. The iPad minis were loaded with curriculum apps which were clearly aligned with the school curriculum and shared amongst year level cohorts. Professional Development was provided for teaching staff in the most effective use of iPads as tools for learning to improve classroom pedagogy and student learning outcomes.

- Laptops for Learning Program: Two laptop docking stations with 20 laptop in each were purchased for students in Years 5 and 6 to use. These computers are used to integrate digital technologies into the wider curriculum. They are also used as an adjustment for individual students to access the curriculum.

- Computer Hub: We upgraded our Computer Hub in 2016 to ensure that we have the latest computer technology. The Computer Hub has 30 newly purchased computers which are networked to our school network and have access to our school's broadband internet. In 2018 it was moved to create an ICT block which offers disability access.

- Wireless Network: In 2018, our school installed wireless network capability across the school to allow for data without cables. This allows mobile use of technology across the school.

Social climate

Overview

Beachmere State School students enjoy a close and supportive community atmosphere where all members are encouraged to become involved in the school and the learning process. This enables a constructive and positive approach and is part of our school direction. Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place. Staff and parents work collectively to ensure that all children can learn and develop within the school environment, with a focus on minimising disruptive behaviour hindering their success and enjoyment of learning. Beachmere State School is a Positive Behaviour for Learning (PBL) School. We proactively promote positive behaviours through our 4 Care Framework (Care for School, Care for Learning, Care for Self, Care for Others) and our Pelican Pride Program. This framework provides a clear and consistent language for both staff and students.

Our continued focus on developing a positive social climate is reflected in our 2018 School Opinion Survey results. This data is reviewed and provides the school with positive feedback and areas for continued development.

Beachmere State School has developed a Responsible Behaviour Plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution,

newsletters and community meetings. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents, also informed the development process. The Plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director and is reviewed annually.

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)	88%	88%	81%
• this is a good school (S2035)	82%	94%	81%
• their child likes being at this school* (S2001)	100%	89%	88%
• their child feels safe at this school* (S2002)	76%	83%	88%
• their child's learning needs are being met at this school* (S2003)	65%	83%	81%
• their child is making good progress at this school* (S2004)	65%	83%	88%
• teachers at this school expect their child to do his or her best* (S2005)	88%	89%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	78%	94%
• teachers at this school motivate their child to learn* (S2007)	71%	83%	80%
• teachers at this school treat students fairly* (S2008)	88%	94%	88%
• they can talk to their child's teachers about their concerns* (S2009)	82%	94%	100%
• this school works with them to support their child's learning* (S2010)	76%	88%	88%
• this school takes parents' opinions seriously* (S2011)	76%	93%	87%
• student behaviour is well managed at this school* (S2012)	65%	88%	69%
• this school looks for ways to improve* (S2013)	88%	100%	93%
• this school is well maintained* (S2014)	94%	94%	88%

* 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)	94%	86%	90%
• they like being at their school* (S2036)	80%	88%	88%
• they feel safe at their school* (S2037)	75%	76%	91%
• their teachers motivate them to learn* (S2038)	83%	96%	96%
• their teachers expect them to do their best* (S2039)	93%	94%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	88%	97%
• teachers treat students fairly at their school* (S2041)	73%	89%	86%
• they can talk to their teachers about their concerns* (S2042)	70%	80%	88%
• their school takes students' opinions seriously* (S2043)	77%	83%	91%

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Percentage of students who agree# that:	2016	2017	2018
• student behaviour is well managed at their school* (S2044)	71%	55%	81%
• their school looks for ways to improve* (S2045)	92%	93%	94%
• their school is well maintained* (S2046)	83%	81%	90%
• their school gives them opportunities to do interesting things* (S2047)	90%	92%	92%

* 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)	100%	97%	96%
• they feel that their school is a safe place in which to work (S2070)	98%	97%	93%
• they receive useful feedback about their work at their school (S2071)	98%	97%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	100%	92%
• students are encouraged to do their best at their school (S2072)	100%	97%	96%
• students are treated fairly at their school (S2073)	98%	100%	93%
• student behaviour is well managed at their school (S2074)	98%	97%	93%
• staff are well supported at their school (S2075)	98%	94%	89%
• their school takes staff opinions seriously (S2076)	98%	97%	93%
• their school looks for ways to improve (S2077)	100%	97%	93%
• their school is well maintained (S2078)	93%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	90%	97%	88%

* 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

At Beachmere State School, we value and foster the skills and contribution of parents in their child's learning. Parents are actively encouraged to work in the classrooms where they assist with tasks such as group work, reading groups, gardening and robotics club and other learning areas. Parents are also encouraged to share in the children's learning by accompanying students on excursions and visiting classrooms to mentor students on a specific skill set. We hold a variety of parent workshops to inform our community about current teaching practice in reading and positive student behaviour and how they can support their child's learning at home.

Parents demonstrate a very high level of support for school events including attendance at our weekly assemblies, accepting invitations to attend celebrations of learning in the classroom, sporting events, Under Eight's Day, Community Day and other school based events.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our Positive Behaviour For Learning Program (PBL) involves weekly lessons focusing on our school rules – *Care for Learning, Care for School, Care for Self & Care for Others*. Our lessons focus on personal safety and awareness, conflict resolution, responding to disrespectful actions and words and

processes to follow to recognise, react and report when they or others are unsafe. Each year level has a focus on child safety through the implementation of year level specific programs. We are also a 'Reboot' school which focuses on developing self-regulation skills and building an understanding of why we behave in certain ways. Reboot strategies are taught to give students the knowledge and skills to manage their own behaviours.

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	122	126	65
Long suspensions – 11 to 20 days	0	3	2
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

Our School Environmental Management Plan (SEMP) outlines our commitment to the reduction of our environmental footprint. This included a curriculum or student focus as well as a whole of community focus. We hope to see the benefits of this plan in the coming years. Some buildings house solar panels that provide power that is returned to the grid and the school harvests rainwater from the roof surfaces. Classroom practice in air-conditioning use includes setting the temperature to no less than 24°, keeping doors and windows closed during use and ensuring these are turned off when the room is not in use. Beachmere State School also has a community garden on site and vegetables are used in our tuckshop in a variety of meal choices for our students.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	99,096	102,863	90,857
Water (kL)		1,368	1,061

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.

Search by school name or suburb	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 '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	25	20	0
Full-time equivalents	22	12	0

*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	
Masters	2
Graduate Diploma etc.*	
Bachelor degree	23
Diploma	
Certificate	

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

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Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $16 370.

The major professional development initiatives are as follows:

- Coaching and Mentoring Opportunities
- Explicit Teaching of Reading & Embedding a Balanced Reading Program into Curriculum Plans
- Explicit Teaching of sentence level writing skills
- Pre Moderation practices from implementing the English and Mathematics Australian Curriculum
- Early Start Training
- Age Appropriate Pedagogy Training
- Implementing Positive Behaviour for Learning
- Reboot

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%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% 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	89%	89%	89%
Attendance rate for Indigenous** students at this school	82%	84%	85%

* 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	89%	88%	90%		Year 7			
Year 1	89%	90%	86%		Year 8			
Year 2	90%	87%	89%		Year 9			
Year 3	89%	92%	88%		Year 10			
Year 4	88%	92%	89%		Year 11			
Year 5	88%	89%	89%		Year 12			
Year 6	91%	88%	89%					

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	23	18	24	35
2017	25	15	23	37
2018	31	16	22	31

Proportion of Students
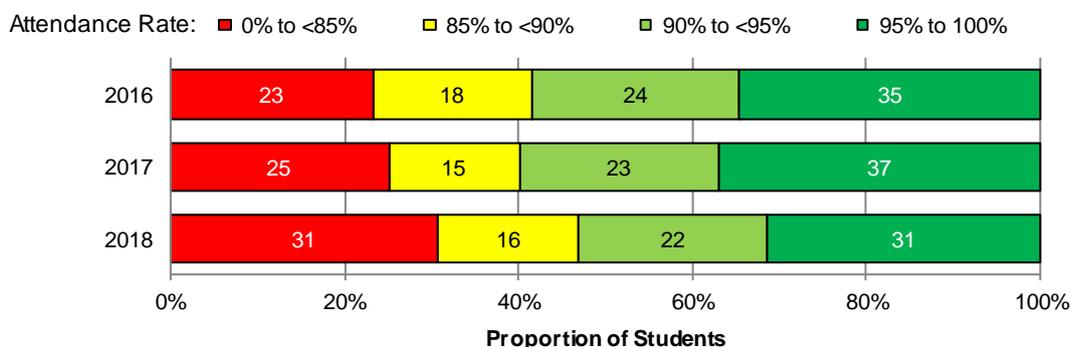
Description of how this school manages non-attendance

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.

At Beachmere Sate School, attendance is considered to be of great importance. We regularly circulate the message that "If you're not at school, you're not learning". The research behind attendance and achievement is discussed and shared with parents and parents are encouraged to ensure their children are at school every day of the school year. We monitor late arrivals and early departures as this account for large numbers of interruptions to individual student learning every day.

Teachers mark the roll electronically every morning and afternoon. Parents are asked to provide an explanation for their child's absence by phoning the student absence phone number. If the school does not receive notification from a parent/guardian regarding a student's absence from school by 10am on the day of absence, a SMS Text Message is sent seeking clarification about the unexplained absence from school.

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If a student is absent for 3 consecutive days, without explanation, the teacher notifies the Admin team who will then phone the parent to find out why the child is away. If the child does not return to school, the Principal will contact the parents and arrange an interview to discuss the issue further and inform them of the requirements for compulsory attendance at 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
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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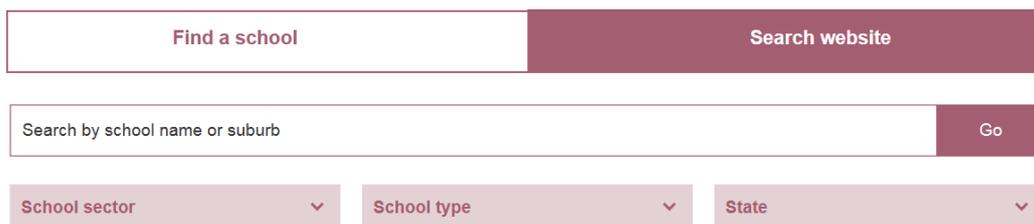
View School Profile

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.

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