



Caloundra State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Welcome to Caloundra State School - an Independent Public School. We pride ourselves on being a place where students want to be and we strongly uphold our core values of Respect, Responsibility and Safety so every student can "Be a Learner". We are a medium sized State school which caters for approximately 550 students from Prep to Year 6. Our school was established in 1899 and is situated in an idyllic beachside location. Our Vision is "Delivering Educational Excellence" and we strive to achieve this for all students through: a commitment to real life learning; a provision of inclusive and engaging learning experiences; setting and expecting high standards of teaching, learning, effort and behaviour; celebrating achievements; and creating learning environments that are happy, safe and stimulating for our learners. We plan our learning experiences using the Australian Curriculum and continue to remain focused on the teaching of literacy and numeracy so that all students can reach their full potential. We implement the use of an ever widening range of technology as an integral part of the learning process and provide our students with a vast array of extra-curricular options to enrich learning each day. We have established strong partnerships with parents and members of our local community who contribute to student learning experiences in many ways. Student learning is built upon a foundation of strong values of respect, responsibility, self-discipline, co-operation and manners. Both teaching and non-teaching staff ensure they continue to develop their own skills and knowledge through quality learning opportunities, ensuring the best possible curriculum delivery for our students, based on Marzano's "The New Art and Science of Teaching" framework. Caloundra State School provides an excellent, well-rounded education for all students with a strong emphasis on the Arts, sporting and academic opportunities. We are very proud of our students' achievements and the dedication and skills of our experienced teaching and non-teaching staff.

School progress towards its goals in 2018

Caloundra State Primary School is an Independent Public School with a rich history and strong academic achievements that serves a strong, supportive local community. This School Annual Report provides the community with a comprehensive but concise picture of the progress we have made throughout 2018 as well as communicating our goals for the future.

Our school is committed to Education Queensland's *Strategic Plan 2015–2019* in that every student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment. Our focus is on building a strong team, underpinned by strong leadership and high expectations to ensure we continue to deliver improved learning and achievement for all students.

The School Improvement Unit conducted a full school review in October 2015 to evaluate the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommended improvement strategies for the school to consider. The result of this process is the creation of *The Strategic Plan 2016-2019*, which outlines 3 key areas for improvement and the success indicators to guide progress:

Priority 1: Teaching Quality

Success Indicators:

- An Engaging Curriculum.
- Improved reading, writing and numeracy achievement in NAPLAN so that achievement is above National means.
- Deep understanding of and the implementation of sophisticated programs in STEM so programs meet current requirements.

Curriculum plans that reflect the Australian Curriculum and engage students in the learning process.

Priority 2: Successful Learners

Success Indicators:

- Differentiated Learning.
- Data is skilfully analysed to inform planning, decision making and resourcing.
- A curriculum that is tailor-made to meet student need and delivered in an effective and engaging manner.
- A professional development agenda that is individualised to reflect the learning needs of staff and makes use of the expertise of staff as mentors, models or coaches.

Priority 3: School Performance

Success Indicators:

- An Expert Teaching Team.

- A coaching, mentoring, observation and feedback cycle that develops teaching quality and student outcomes.
- The Annual Performance Development Plan identifies the professional development needs of staff.
- The Art & Science of Teaching (ASOT by Marzano) is the embedded pedagogical framework that guides instruction.
- Positive Behaviour for Learning (PBL) program influences all behaviour.
- Professional Learning Teams (based on year levels) that deepen knowledge and understanding of the teaching and learning process.

Progress in 2018: Professional Learning Teams (PLT) have been re-designed in cohorts/year level teaching teams which focus on Reading, Writing and STEM, as well as 3 strategic areas of Differentiation, ASOT and PBL in robust conversations which address the specific needs of the students of their year level. Support staff and PLTs continued refining of our “Calmats”, which are an outline of the consistent school-wide approach to the teaching and learning of Reading, Writing and Number. Through these PLTs, the understanding of the demands of the Australian Curriculum has become clearer, enhancing the teaching quality.

Future outlook

The 2019 Explicit Improvement Agenda (linked to AIP) identifies a sharp and narrow focus on 2 priority areas:

Priority 1: Teaching Quality

- An Engaging Curriculum - Curriculum plans that reflect the Australian Curriculum and engage students in the learning process.
- Improved reading, writing and numeracy achievement in NAPLAN so that achievement is above National means.
- Deep understanding of and the implementation of sophisticated programs in STEM so programs meet current requirements.
- Active Professional Learning Teams develop collaborative learning and best practice teaching strategies to improve student achievement and engage in quality professional development.
- The implementation of a common language for the effective teaching as part of the Pedagogical Framework review to all students are successful learners in a differentiated curriculum.

Priority 2: School Performance

- An Expert Teaching Team engaged in a coaching, mentoring, observation and feedback cycle that develops teaching quality and student outcomes.
- The Annual Performance Development Plan that identifies the professional development needs of all staff.
- The Art & Science of Teaching (ASOT by Marzano) is the embedded pedagogical framework that guides instruction.
- Positive Behaviour for Learning (PBL) program influences all behaviour.
- Professional Learning Teams (cohorts) that deepen knowledge and understanding of the teaching and learning process.

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	583	608	575
Girls	299	296	284
Boys	284	312	291
Indigenous	41	50	49
Enrolment continuity (Feb. – Nov.)	92%	91%	93%

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

Caloundra State School provides co-education from Prep to Year 6 for just over 550 students. The school has an 'Index of Community Social-Educational Advantage' (ICSEA) score of 1015, which is slightly above the national average of 1000. Students display an excellent standard of behaviour both within and outside of the classroom, meeting the high expectations of the school and community. Student attendance is high with absences being explained by parents/carers or investigated by the administration.

Students transition to Caloundra State School from all over the Caloundra area and encompass a wide range of socio-economic characteristics. We currently have 9% of students who identify as Indigenous as well as a number of students who were born in countries other than Australia, including the United Kingdom, New Zealand, Russia, Vietnam, Thailand, India and South Africa. Similarly, the school has 9% of students identified as speaking English as an additional language. Caloundra State School also has a small number of students who identify as 'Student with Disabilities'. Enrolment growth has increased significantly in recent years with students enrolling from local, regional, interstate and international areas but has plateaued this year. The majority of students relocating from the school move away from the Caloundra catchment area, mostly due to families seeking employment or housing in other regions.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	23	23
Year 4 – Year 6	26	26	25

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 Caloundra State School we pride ourselves on 'Delivering Educational Excellence'. It is our priority to develop, maintain and effectively implement high quality curriculum programs for all students. We are committed to developing teacher practices through professional development, focusing on all aspects of curriculum implementation, pedagogy and assessment. In alignment with the Australian Curriculum, we teach and assess the following eight learning areas:

- English
- Mathematics
- Science
- HASS (Humanities and Social Sciences)

- The Arts: Music, Dance, Drama (all taught by specialist teacher), Visual Arts and Media Arts.
- Technologies: Digital Technologies and Design and Technologies
- HPE: Physical Activity (taught by specialist teacher) and Health
- French (Years 4-6: LOTE specialist teacher)

We provide extensive academic support and extension programs across all year levels in English and Mathematics. Students are identified and invited to be part of the programs through data collection, teacher, parent and specialist feedback. Qualified teachers deliver programs before and during regular school hours.

Co-curricular activities

Caloundra Enrichment and Extension Programs (CEEP)

Caloundra State School provides students the opportunity for enrichment and extension through a variety of extracurricular and co-curricular academic, sporting and cultural activities. Generally speaking, **co-curricular** activities are an extension of the formal learning experiences connected to our school curriculum, while **extra-curricular** activities may not be explicitly connected to academic learning but support the development and interests of our student body. We have numerous FREE, and a small selection of paid, activities that run throughout the year for our Caloundra State School students. Some of our many activities, programs, clubs and teams are listed below:

Prep-2

AFL
 Craft Club
 Extension and Support Maths
 Junior Choir
 Junior STEM Robotics/Makerspace
 Just Dance + Dance Extravaganza
 CalCrew Dance
 Mindfulness Yo-Chi-Flo
 QuoCKa Reading & Story Dogs (Community reading)
 Rugby League (NRL)
 Rugby Union (Walla Rugby)
 Writer's Club

Years 3-6

Choir
 CalStars and CalSquad (Dance Excellence)
 Extension and Support Maths
 Female Rugby League
 Instrumental Music (Strings, Woodwind, Brass, Percussion)
 Murri Club (Indigenous Education group)
 Rugby League and Union Development
 Senior Fine Arts & Visual (FAV)
 Senior STEM – Robotics and Makerspace
 Sports (Regional and State) Preparation
 Surf and Swim Squads

How information and communication technologies are used to assist learning

In the Australian Curriculum, students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment. (Australian Curriculum, V8, 2019)

ICT capability supports and enhances student learning across all areas of the curriculum. Students develop and apply ICT knowledge, skills and appropriate social and ethical protocols and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs. All learning areas provide the content and contexts within which students develop and apply the knowledge, skills, behaviours and dispositions that comprise ICT capability. However, it is more explicit and foregrounded in the Australian Curriculum: Digital Technologies. (Australian Curriculum, V8, 2019)

To further support the development of the ICT capability and enhance student learning across all learning areas, Caloundra State School provides:

- Fully equipped ICT enriched classrooms with the direct provision of; Interactive whiteboards and Ziggis in all classrooms, iPads sets (P-6), class sets of laptops (years 4-6) and a class set of iPads (The Arts Specialist).
- Two computer labs, permanent and portable green screen facilities and digital cameras.
- STEM – Robotics equipment: BeeBots, Engineering and robotics development and creation kits, 3D Printers and weekly co-curricular robotics lessons.

- Student software regularly incorporated into teaching, learning and assessment tasks: Microsoft Office Suite, Movie Maker, iMovies, Garage Band, Reading Eggs, Mathematics and Literacy Apps, Homework Hound, Soundwaves and E-books library.

Social climate

Overview

At Caloundra State Primary School, a significant emphasis is placed on providing a learning environment where all students feel safe and supported. We strive to keep a “family feel” by maintaining a strong commitment to provision of services to all members of our school community. Our school has a number of well-being services in place including a School Chaplain, a Guidance Officer, Religious Instruction program, Kids Hope mentoring program provided by trained community members, Family Doorways Program through a partnership with The Salvation Army, OSHC and vacation care programs and a dedicated team of student support services staff.

In recent years the School Wide Positive Behaviour Program was introduced at Caloundra Primary. The program has now had a name change to *Positive Behaviour for Learning* (PBL) and concentrates on the positive aspect of behaviour and is reinforced through weekly lessons, school visuals and behaviour reward schemes. In 2017, the focus was adjusted slightly, addressing the many new students and staff to the school who required an introduction to the “Caloundra Way” which outlined the high expectations and acceptable behaviours of the school. In 2018 we broadened the weekly lessons to incorporate lessons on resilience.

In 2018 our School Opinion Survey showed consistent improvement in most areas of parent and student satisfaction at Caloundra Primary. There was also a significant increase in parent and staff satisfaction in some areas.

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)	95%	93%	97%
• this is a good school (S2035)	98%	92%	100%
• their child likes being at this school* (S2001)	98%	89%	92%
• their child feels safe at this school* (S2002)	98%	94%	97%
• their child's learning needs are being met at this school* (S2003)	93%	92%	95%
• their child is making good progress at this school* (S2004)	95%	92%	97%
• teachers at this school expect their child to do his or her best* (S2005)	98%	94%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	85%	100%
• teachers at this school motivate their child to learn* (S2007)	88%	89%	97%
• teachers at this school treat students fairly* (S2008)	90%	84%	87%
• they can talk to their child's teachers about their concerns* (S2009)	93%	90%	97%
• this school works with them to support their child's learning* (S2010)	93%	90%	97%
• this school takes parents' opinions seriously* (S2011)	88%	88%	87%
• student behaviour is well managed at this school* (S2012)	98%	87%	95%
• this school looks for ways to improve* (S2013)	95%	97%	100%
• this school is well maintained* (S2014)	100%	97%	97%

* 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)	98%	99%	100%
• they like being at their school* (S2036)	96%	99%	100%
• they feel safe at their school* (S2037)	96%	98%	100%
• their teachers motivate them to learn* (S2038)	98%	100%	98%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	100%
• teachers treat students fairly at their school* (S2041)	90%	95%	100%
• they can talk to their teachers about their concerns* (S2042)	93%	94%	93%
• their school takes students' opinions seriously* (S2043)	95%	97%	100%
• student behaviour is well managed at their school* (S2044)	89%	98%	98%
• their school looks for ways to improve* (S2045)	99%	99%	98%
• their school is well maintained* (S2046)	96%	99%	100%
• their school gives them opportunities to do interesting things* (S2047)	97%	98%	100%

* 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)	98%	98%	98%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
• they receive useful feedback about their work at their school (S2071)	95%	96%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	100%	97%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	96%	98%	98%
• staff are well supported at their school (S2075)	91%	98%	94%
• their school takes staff opinions seriously (S2076)	95%	100%	96%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	98%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	98%	98%	96%

* 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 school welcomes parental involvement in the education of the students. We encourage parents to assist with our major decision-making and policy making as part of Caloundra Primary's Parents & Citizens Association. We also communicate frequently with our parents through regular newsletters, formal reporting, parent-teacher

interviews, regular parent sharing days, the QParents and QSchools Apps, social media via FaceBook, fortnightly updated information on the school website and through the Parents and Citizens Association.

At the beginning of the 2015 school year, Caloundra SS established a School Council as part of becoming an Independent Public School. The school council meets once a term and consists of staff, parents and P&C representatives.

There is an opportunity for everyone to become involved in education at the school. Our teachers encourage parents to spend time in classrooms to support the learning of their child as well as being informed on what is happening with their child's learning. Examples of this include: open classrooms during Book Week and Open Night, family BBQ breakfasts each term and weekly Chappie Breakfasts.

The Student Support Services team meets fortnightly to consider how to meet the needs of students with social, academic, emotional, behavioural and mental health issues. The team consists of Principal, Guidance Officer, Integration teachers, Support Teachers: Literacy and Numeracy, a representative from Child Youth and Mental Health Services (CYMHS) and the relevant class teacher. This group plans what adjustments are made to the curriculum for individual students and progress in communicated with parents.

Respectful relationships programs

Our [Responsible Behaviour Plan](#) for Students (copy available on our school website) supports the provision of a safe and productive learning environment for all, creating conditions for each learner to progress towards self-management. Parental support is an integral component to ensure success for all students.

The school has developed and implemented a program called School Wide Positive Behaviour Support (SWPBS) that focuses on appropriate, respectful and healthy relationships. The school also follows strategies from the *Daniel Morcombe Foundation* and *Bullying. No Way!* to focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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	32	40	35
Long suspensions – 11 to 20 days	0	0	1
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

The Caloundra State School Wellbeing Committee was formed and uses the 'Wheel of Wellbeing' framework to guide their developments. One aspect of the wheel is 'Planet', which pertains to environmental issues including reducing the school's environmental footprint. This has been actioned, with a number of initial decisions being taken around increasing the school's commitment to recycling. A contract exists with Vizzy – to ensure all paper and cardboard are recycled. The school also operates a strict end of term security checklist which advises staff of work place health and safety procedures to be followed including those which reduce electricity usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	165,877	167,391	152,555
Water (kL)	6,221	6,421	31,584

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.

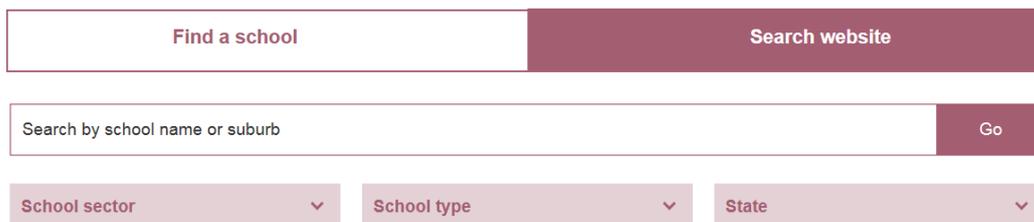
School funding

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.



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 '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	47	25	<5
Full-time equivalents	39	17	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	3
Graduate Diploma etc.*	10
Bachelor degree	29
Diploma	5
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$51 813. This includes \$18 680 to replace staff while at the Professional Development activity. There was also a commitment made using "Investing for Success" funds of \$154 840 to engage 0.3FTE Deputy Principal and 1.2FTE Support Teacher: Literacy & Numeracy who led curriculum development, and coached/mentored teachers in the consistent approaches to literacy and numeracy.

The major professional development initiatives are as follows:

- The New Art and Science of Teaching
- Writing
- Reading
- Numeracy
- Early Years
- Regional Curriculum Roadshow
- Coaching
- Leadership
- Simon Breakspear's Learning Sprints

- First Aid
- Workplace Health and Safety Officer training

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	93%
Attendance rate for Indigenous** students at this school	89%	84%	88%

* 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

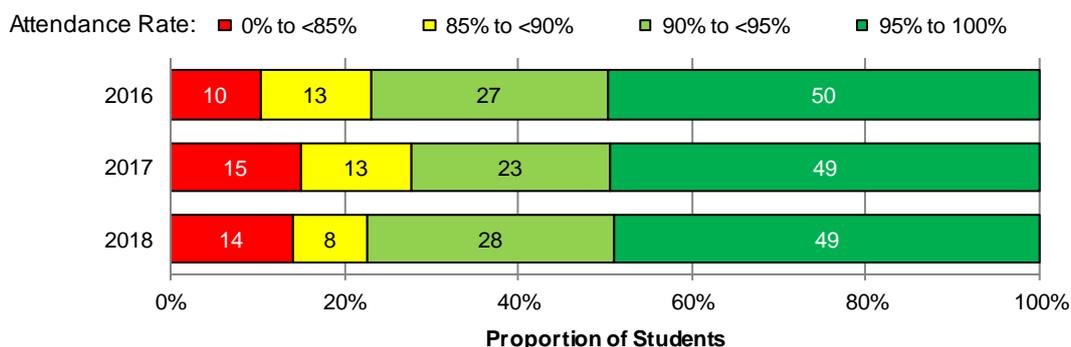
Year level	2016	2017	2018
Prep	93%	93%	93%
Year 1	94%	92%	94%
Year 2	94%	94%	93%
Year 3	93%	93%	95%
Year 4	93%	92%	93%
Year 5	93%	93%	91%
Year 6	93%	91%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance (BB)

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Class rolls are administered twice a day, once in the morning and once in the afternoon with teachers inputting the data directly into One School. On a weekly basis the deputy principal produces letters for any unexplained absence and those letters are sent home with students. Students that are persistently absent are added to a monitored list on One School and their parents are required to attend interviews when required to discuss strategies to improve absenteeism. Students are identified for that list by class teachers. In 2018, students with 100% and >95% attendance received a certificate of achievement each semester and classes were rewarded at the end of every 5 weeks for the best attendance in their sector (P-2 & Yr3-6).

NAPLAN

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

How to access our NAPLAN results

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

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

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