Ormiston 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

Overlooking Moreton Bay, Ormiston State School was established in 1872 and is situated in Redland City, approximately 30 kilometres from the Brisbane CBD. Now a proud Independent Public School, Ormiston State School has grown from being a small country school serving the rural Ormiston district to the present day where it caters for approximately 600 students from Prep to Year 6.

The school motto, Learn As We Grow, encourages every member of our school community to 'be an active learner who continues to learn' throughout their years at our school.

Ormiston State School is a community focused on continual improvement and best practice learning opportunities for students, staff and wider school community.

This motto is promoted daily throughout the school through:

- Quality Curriculum, Pedagogy and Learning Environment;
- Motivating students to become active and responsible partners in their own learning; and
- Ensuring that teaching and learning opportunities are challenging, cumulative, purposeful and fun.

Whole School and extracurricular programs are focused on developing the whole child (Academic, Social/Emotional, Behavioural and Community Citizen).   Inspirational and Optimistic, our moto and vision embrace the high expectations for the success of all students and staff at our school. Ormiston State School builds on a proud tradition and ensures a commitment to, and a belief in, each and every student and their learning. Students are supported and challenged to reach their full potential and achieve at or above National standards. Staff are skilled educators with expert knowledge who continually engage in professional learning, reflection and sharing. Data is used to drive decision making at whole school, class and student levels. Our highly regarded, dynamic school provides an inspiring, inclusive, stimulating and safe learning environment. Our school has a warm and welcoming feel and is proud of our strong community culture and sense of belonging that provides:

Quality Curriculum, Pedagogy and Learning Environment
Consistent school wide curriculum programs, Pedagogical Framework and student expectations that are developed from the National Curriculum, incorporate researched based best practice pedagogy and are focused on individualized student learning needs.

Positive Student Learning Outcomes
A school wide focus on providing all students with an engaging and motivating educational program that is targeted and focused on individual learning needs and based on community, student and teacher interests and capabilities.

Staff Capability and Practice
An expert staff focused on continual improvement and committed to providing the best opportunities, programs and processes for every member of the school community.

School Identity and Community Partnerships
An Independent Public School with an outstanding reputation within the community and beyond as a school that successfully develops every aspect of each child's potential. The school is committed to developing active community members with strong lifelong values, individual potential and commitment to succeed through strong connections to and partnerships with the local community.

School progress towards its goals in 2018

The 2018 Annual Implementation Plan again identifies Reading, Writing and Number as the Priorities for improvement with ongoing priorities for Science, The Arts, Sport and PBL.

Our continued focus on efficient school wide planning and assessment practices in Reading, Writing and Number was again enhanced to enable effective school wide tracking of student progress (achievement and Improvement) in Reading, Writing and Number. This was used to inform year level and school wide planning expectations and processes. High impact pedagogy including the use of Learning Walls, Gradual Release of Responsibility and individual student learning goals were extended from Prep and Year 1 to Prep to Year 6. Targeted intervention (support and extension) programs were again implemented across all year levels in Reading, Writing and Number.

Improvement or sustained high achievement was again evident in Reading, Writing, Spelling, Grammar and Punctuation and Number, as indicated through school based academic achievement levels and our 2018 NAPLAN Results. The 2018 NAPLAN results identified achievement in all domains in both Year 3 and Year 5 Reading, Writing, Grammar and Punctuation and Numeracy as being similar to (numerically equal to or above) the nation or above the nation for Mean Scale Score (MSS). The results also identified Year 3 Reading, Writing, Grammar and Punctuation and Numeracy and Year 5 Reading, Grammar and Punctuation and Numeracy as similar to (numerically equal to or above) the nation in the Upper Two Bands (U2B). 2018 End of Semester reporting results show an improvements from 2017 with an average of 65.7% of students achieving an A or B standard and 96.1% of students achieving a C standard or better across all subjects.   58% of students achieved an A or B standard and 92% of students achieved a C standard or better for English, 69% of students achieved an A or B standard and 92% of students achieved a C standard or better for Maths and 48% of students achieved an A or B standard and 96% of students achieved a C standard or better for Science.

The success of the tracking of student achievement and improvement and the associated planning and assessment mechanisms, as well as the use of high impact pedagogical practices including Gradual Release of Responsibility, Learning Walls, Goal Walls and Individual Student Goals will be enhanced to include enquiry based learning in 2019.

 Continued progress was made in PBL with ongoing low levels of negative behaviours across the school. Long-term behaviour awards that recognise behaviour excellence (the highest possible behaviour rating and the highest possible effort rating in 80% or more of key learning areas in the end of semester reporting period) were awarded to more than 30% of the students in Semester 1 or Semester 2. 2018 also saw the expansion of the school Chaplaincy program from 2 to 3 days per week.

The specialist Science Program continued for classes from Year 1 to Year 6 in the Science Room while classes in Prep incorporated Science lessons in their classroom activities with their class teacher. Specialist Language programs included French for student from Prep to Year 6 and Mandarin Chinese as an elective extension program for students from Year 3 to Year 6 occurred in dedicated language rooms. The Arts program achieved outstanding success with continued strength in our auditioned Senior Choir of 70 students, our Junior Choir of over 70 students and our instrumental music program with approximately 140 students committed to either the Senior or Junior Band. The Instrumental music program was also enhanced to include an auditioned Stage Band as an extension program. Both Band and Choir groups performed for the community as well as achieving outstanding success in regional competitions including our Stage Band reaching the Regional Showcase finals and five students selected for the State Honours Ensemble Program (SHEP) Primary. The Sport program also achieved outstanding success with Ormiston SS placing second in the District Athletics Carnival and the District Cross Country Carnival. Ormiston State School students were selected to compete in Regional, State and National competitions across a range of sports. 2018 also saw the introduction of a Dance Aerobics program for students in Prep to Year 6.

Future outlook

Ormiston State School's future outlook is defined by the School Strategic Plan for 2017 to 2020 which has been developed through an extensive internal and external School Improvement Review (the Strategic Plan and Executive Summary for the School Improvement Review can both be downloaded from our school website). The strategic plan identifies a continued focus on developing quality teacher capability and consistent curriculum practices and expectations in Reading, Writing and Number with clear, efficient and effective planning, teaching and assessment processes to ensure all students can achieve and improve to their potential while still recognising and focusing on the diverse learning needs of all students.

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	594	608	590
Girls	287	304	291
Boys	307	304	299
Indigenous	25	32	25
Enrolment continuity (Feb. – Nov.)	96%	98%	98%

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

Ormiston State School draws its student population from a wide ranging socio-economic background. The My School website identifies that in 2018, 65% of the school population were in the upper half of the Socio Educational Advantage scale and 90% were in the middle or upper quartiles. Of the 590 students, 4% identified as indigenous, 10% were from a language background other than English and 6% were supported through our Special Education Program. Ormiston State School sustained a stable population with no out of catchment enrolments accepted.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	24	23
Year 4 – Year 6	26	27	26
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

In 2018, Ormiston State School offered students the Australian Curriculum in English, Mathematics, Science, Humanities and Social Sciences (HASS), Health and Physical Education, The Arts, Technologies and Languages (French) from Prep to Year 6 and Mandarin Chinese from Year 3 to Year 6. Class teachers planned and taught collaboratively in English, Maths, HASS, Health, The Arts and Technologies. Specialist teachers taught Music, Physical Education, Science, French and Mandarin Chinese.

Co-curricular activities

The following activities were provided as optional activities for all students in the appropriate age groups under the direction of staff at the school:

- Student Leadership Program and Student Council
- Chaplaincy three days per week including supervised games two lunch times per week
- Mandarin Chinese for students from Year 3 to Year 6
- Educational Excursions (including Year 4 and Year 6 Camps)
- Instrumental Music for students from Year 4-6
- Choirs (Junior & Senior)
- Cluster days (Leadership, Public Speaking, Maths, Languages, Science and Creative Arts) for students from Year 6
- Interschool Sports Competition (Years 5-6) – 2 Carnival Days in Term 2, 2 Carnival Days in Term 3
- Cross Country and Track and Field Training prior to school carnivals for all interested students
- Visiting Active Schools Sport programs for all year levels
- Readers' Club and Rebel Readers -- before and after school every day
- Walkers' Club -- before school each morning
- Dance on Tuesday Mornings
- Dance Aerobics for Prep to Year 6
- ICAS Competitions
- School Discos

Additionally, Ormiston State School engaged in the provision of "Active After School Community" programs outside school hours, for students from Prep to Year 6, in partnership with local sports clubs and funded by the Federal Government. The following elective activities were provided for students in appropriate age groups and were mainly conducted on a "user pays" basis outside of school hours:

- Soccer Coaching
- AFL, Netball and Rugby League coaching (in school – free)
- After-school clinics in Cricket, Rugby League, Soccer and AFL

How information and communication technologies are used to assist learning

Ormiston State School continued both extensive and creative use of Information and Communication Technology (ICT) devices to assist students in learning and teachers in curriculum delivery. A renewal program to ensure all computers are no more than five years old and have a warranty continued to be actioned.

In 2018, dedicate year level pods of laptops were introduced into Year 4 and year 3 with laptops shared accross classes but with sufficient to allow every student in an individual class to have access to a laptop as required. The use of iPads for learning was continued with each year level having a dedicated set of up to 12 iPads and a Bring Your Own Device (BYOD) iPad program in Years 5 and 6. Wireless environments were operational across the school to assist with the provision of "anywhere, anytime" access to digital learning. All classes from Prep to Years 2 had at least 5 desktop computers per room. All classes in Year 5 and 6 had access to at least four computers (either desktop or laptop) each. 28 laptop computers were provided in the "Computer Trolley" and 12 laptop computers were provided in the Resource Centre. All classrooms were equipped with either Interactive White Boards (IWBs) or data projectors.

Social climate

Overview

Ormiston State School provides a safe, supportive and disciplined learning and teaching environment, catering for all students. The school motto, "Learn as we Grow", is the foundation on which the inclusion of all students in academic, sporting and cultural activities is based, and this is a clear strength of our school.

Our TOPS program is the basis for providing focus and consistency in expectations and behaviour across our school:

- Teamwork – Work as a member of a team.
- Ownership – Own my own behaviour and learning.
- Participation – Participate to the best of my ability.
- Sensitivity – Be sensitive to the needs of others.

"Gotcha Cards" ensure a focus on recognising and rewarding positive behaviour amongst our students. "Weekly Awards" and "Attendance Class of the Week" awards are presented to students and classes at fortnightly School Parades as well as Gotcha Awards recognizing students who had received identified targets in the number of Gotchas received. End of Term Behaviour Certificates, based on student End of Semester Behaviour and Effort ratings, are awarded at the end of each semester and TOPS Behaviour Excellence certificates are awarded at our annual Parade of Excellence for students who have received the Behaviour Certificate for both semester 1 and 2. Our Student Leaders (School Captains, House Captains, Cultural Captains, Resource Captains, Student Council Representatives) provide positive role models and a voice for our students. Playground Leaders programs are also implemented to support students in Year 1 to Year 3 in the playground through organized games. Student support through the services of Support Teachers – Literacy and Numeracy, Advisory Visiting Teachers, Guidance Officer, Speech Language Pathologist and Chaplaincy are coordinated through our "Special Needs Action Committee" (SNAC). The school Chaplaincy program operated three days per week, providing religious and non-religious support and services to students, staff and community members.

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)	97%	100%	96%
• this is a good school (S2035)	95%	98%	97%
• their child likes being at this school* (S2001)	97%	96%	95%
• their child feels safe at this school* (S2002)	97%	96%	95%
• their child's learning needs are being met at this school* (S2003)	95%	95%	95%
• their child is making good progress at this school* (S2004)	96%	95%	95%
• teachers at this school expect their child to do his or her best* (S2005)	96%	100%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	93%	92%
• teachers at this school motivate their child to learn* (S2007)	90%	98%	92%
• teachers at this school treat students fairly* (S2008)	91%	93%	88%
• they can talk to their child's teachers about their concerns* (S2009)	97%	96%	94%
• this school works with them to support their child's learning* (S2010)	90%	95%	93%
• this school takes parents' opinions seriously* (S2011)	90%	90%	88%
• student behaviour is well managed at this school* (S2012)	93%	94%	91%
• this school looks for ways to improve* (S2013)	93%	94%	96%
• this school is well maintained* (S2014)	96%	95%	99%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	98%	99%
• they like being at their school* (S2036)	92%	95%	88%
• they feel safe at their school* (S2037)	86%	92%	97%
• their teachers motivate them to learn* (S2038)	98%	96%	95%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	92%	95%
• teachers treat students fairly at their school* (S2041)	85%	86%	89%
• they can talk to their teachers about their concerns* (S2042)	92%	89%	89%
• their school takes students' opinions seriously* (S2043)	88%	92%	91%
• student behaviour is well managed at their school* (S2044)	85%	88%	88%
• their school looks for ways to improve* (S2045)	99%	98%	98%
• their school is well maintained* (S2046)	97%	99%	97%
• their school gives them opportunities to do interesting things* (S2047)	97%	93%	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)	98%	100%	98%
• they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
• they receive useful feedback about their work at their school (S2071)	94%	96%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	91%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	98%	100%
• student behaviour is well managed at their school (S2074)	100%	98%	98%
• staff are well supported at their school (S2075)	98%	94%	94%
• their school takes staff opinions seriously (S2076)	96%	96%	87%
• their school looks for ways to improve (S2077)	96%	98%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	89%	92%	94%

Percentage of school staff who agree# that:	2016	2017	2018

* 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

Parent participation in all areas of school operations and life is encouraged. Parent engagement is expected when developing Individual Curriculum Plans and Individual Support Plans as well as disability verification. Engagement is also expected with reporting of student progress including written academic reporting, provided twice a year (with optional conferences) and face to face reporting, also provided twice a year – providing parents with an opportunity to be involved and informed in their child's learning progress.

The School Council meets every term to support strategic planning, development of school procedures and monitor school progress against the Strategic Plan. The school has an active Parents and Citizens (P&C) Association that meets monthly and supports the school in the provision of funding and financial support. A large number of parents assist teachers and students as classroom helpers, work in the Resource Centre, attend excursions, conduct student banking and undertake valuable contributions as P&C office bearers and Tuckshop/Uniform Shop volunteers. Fortnightly newsletters are produced by the school and distributed electronically to families along with weekly Parent Messages and School Calendar and parent emails from class teachers. Information is also provided through SMS, Facebook our website and QParents.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This is done in small group, class, Year Level and whole school programs. These are identified through the PBL and SNAC committees and are implemented by visiting presenters, Guidance Officers, Class Teachers and Administration as required. Our whole school values focus through TOPS also promotes these expectations.

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. These are aligned to our behaviour expectations and include dedicated weekly teaching of targeted values. Our approach is always about presenting a positive, respectful and optimistic outlook and recognising and celebrating success, no matter how small this may be. This is expected to be actively modelled by all staff towards each other, students and parents / community members.

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	3	6	5
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	1	1
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

Ormiston State School seeks to be a sustainable and environmentally aware school. Some strategies and programs to support this in our school are:
- School Sustainability Team
- Classroom recycling program coordinated by Year 6 students
- A school environmental area
- Use of solar panels and monitoring consumption through the Solar Schools Program

- Rainwater harvesting
- Increased use of electronic storage to reduce paper consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	176,570	161,308	162,207
Water (kL)	901		1,374

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.
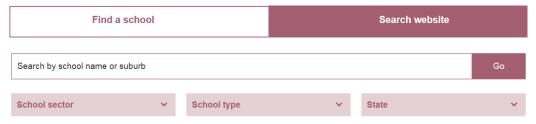
School funding

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	41	23	<5
Full-time equivalents	37	16	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	4
Bachelor degree	32
Diploma	2
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 $54200.00.

The major professional development initiatives are as follows:

- Australian Curriculum – English, Mathematics, Science, HASS and Technologies
- High impact teacher pedagogy and practices
- Teacher release for coaching, peer observation and feedback
- School based assessment and data tracking
- Information and Communication Technology (ICTs) – including the use of iPads in education
- Working with students with disabilities
- Positive Behaviour for Learning (PBL) and Behaviour Management
- Diabetes Training
- First Aid
- Mandatory assessment modules
- Workplace Health and Safety

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

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

Proportion of staff retained from the previous school year

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

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	92%	89%	91%

* 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

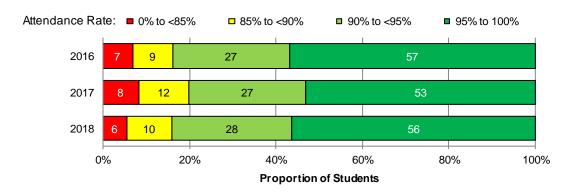| Year level	2016	2017	2018
Prep	93%	94%	95%
Year 1	94%	93%	94%
Year 2	93%	94%	94%
Year 3	95%	94%	95%
Year 4	95%	94%	95%
Year 5	95%	94%	93%
Year 6	95%	93%	93%

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

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	7	9	27	57
2017	8	12	27	53
2018	6	10	28	56

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.

Class Rolls are marked at the beginning of the day and at the commencement of the afternoon session (after the second lunch break). Late arrivals and early departures are coordinated through administration and OneSchool. If a student is absent from school, parents and carers are able to notify the school via a written note, a dedicated absence-line phone number or email. Daily SMS messages are sent to parents for any unexplained absences and followed up by Administration staff. Class attendance is monitored fortnightly with a TOPS Class of the Week Award for the Junior and Senior class with the highest attendance for the fortnight. The class that receives the Tops Trophy the most in a term then receives a negotiated reward at the end of each term.
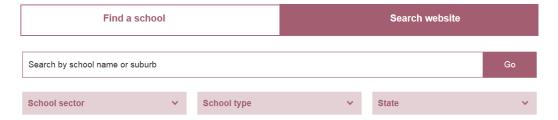
The school will contact parent/carers if there have been a number of unexplained or high absences identified. The school ensures that ALL absences are followed up and that minimal unexplained absences exist at the end of each semester. Where prolonged absence or repeated absence is an ongoing problem, phone or face to face conversations are initiated between the Deputy Principal and the parent to discuss attendance and develop a plan to improve attendance. If persistent absence still occurs interviews with the parent are initiated by the Principal to ensure parents are aware of their legal obligations and the actions that will be taken should attendance not improve. Regular awards are implemented by class teachers for daily attendance through Gotchas as well as end of term rewards.

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.