



West End 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



SCHOOL PROFILE

West End State School is a large, inner-city, primary school located just outside the Brisbane CBD. We cater for students from Prep to Year 6. Established in 1875, we take great pride in our history and boast many multi-generational families in our school community.

West End State School is an Independent Public School, in recognition of its high quality educational opportunities for students.

At West End State School, we aim to provide a happy, safe and inclusive environment for all of our students -- an environment where diversity is embraced and where ***we all smile in the same language!***

During 2018 we engaged our whole school community to identify the values they would like their child/children to exhibit when they left our school. From this feedback we have developed our new vision and five core values.

OUR VISION

Empower every student to achieve their personal best to make the world a better place.

OUR VALUES

At West End State School our five core values, the 5Cs are the foundation of everything we do:

- Community
- Compassion
- Creativity
- Confidence
- Challenge

As a community, we have worked hard to provide our students with a holistic and inclusive approach to education which integrates community and cultural experiences with academic rigour and purpose.

The school underwent a Quadrennial School Review during 2015 with our next review occurring in 2019. This process will include a School Self - Determined Review.

In 2018 the school community continued to use the information gained in 2017 and ongoing professional research to develop and implement the next iteration of its School Strategic Plan (SSP). Our 2019 Quadrennial School Review will guide the strategic direction and focus of our school for the following four years.



From the Principal



This School Annual Report provides a clear and concise summary of the achievements and activities of 2018 as well as aspirations for 2019 for West End State School. Information includes contextual information about who we are; summative information about some of our achievements for the 2018 school year and an outline of our future expectations.

Whilst we are proud of our academic performance, education at West End State School means so much more. Our exceptional teachers are professionals who are always willing to go the extra mile to ensure that all students are offered the opportunity to fulfil their potential both within and beyond the classroom. We are acutely aware of our obligation to prepare young people to make their way in the world as confident, caring and responsible citizens.

Introduction

School Progress towards its goals in 2018

In 2018, WESS continued the cycle indicated by the School Strategic Plan (SSP):



To support our SSP, Professional Learning Communities (PLCs) are in place ensuring representation of staff from every year level. Action Plans for implementation from 2016 - 2019 continue to be reviewed and refined by these teams.

Priority Area	Key Strategies Implemented in 2018
1. STEAM	<p>Science, Technology and Engineering:</p> <ul style="list-style-type: none"> Began the process of unpacking and developing a shared understanding of the 4Cs to refocus the curriculum and engage students Science Week Extravaganza involving partnership schools BSHS and QACI <p>The Arts:</p> <ul style="list-style-type: none"> WESS Arts Showcase rebranded to WEcreate - all of the arts in focus not just visual arts Community partnerships developed with BSHS in dance, Out of the Box QPAC Exploring the Australian curriculum in The Arts – each as a subject to include making and responding to elements <p>Mathematics:</p> <ul style="list-style-type: none"> Surveyed students about attitudes towards Math and shared data with teaching staff Trialled Complex Instruction from Prep – Year 6 Professional Development for Complex Instruction and provision of resources to support Mathematical Growth Mindset Provided concrete materials for instruction to individual classrooms <p>ICT:</p> <ul style="list-style-type: none"> Purchased laptops and trolleys for Year 6 Purchased iPad trolley and iPads for class use Sourced reliable technical support Developed a partnership with Apple and BSHS Developed an SSP ICT Plan using 8 Elements Framework
2. Reading Comprehension and Writing	<p>Reading:</p> <p>Continued to support the embedding of Guided Reading in all classrooms through:</p> <ul style="list-style-type: none"> Classroom observations and feedback Staff induction and professional development <p>Writing:</p> <ul style="list-style-type: none"> Implemented the writing program “Quick Writes” across all year levels and classes Trialled editing tool kits across year levels through SSP Team members Trialled setting writing goals across Yr3
3. Data Driven Accountability	<ul style="list-style-type: none"> Implemented a systematic plan for the collection, analysis and use of a wide range of student achievement data utilising the DIG (Data Implementation Guide) Developed processes and professional development providing the opportunity for individual, class, cohort and whole school data analysis

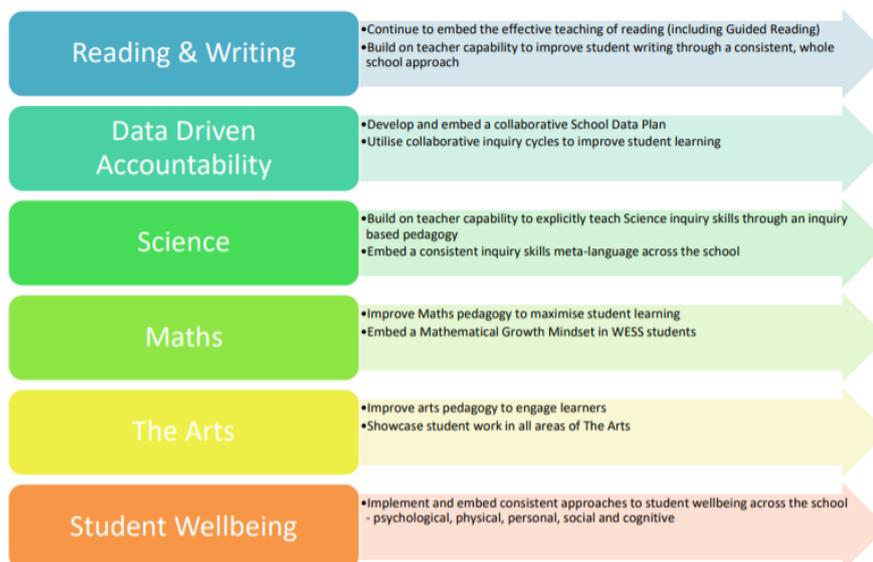
Future Outlook



In 2019 we will sharpen and narrow our focus on six School Strategic Plan (SSP) focus areas.

In addition to these areas, Prep and Year 1 teachers will continue to implement Age Appropriate Pedagogies.

School Strategic Plan (SSP) 2016 – 2019



2019 update

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	854	960	1021
Girls	379	438	490
Boys	475	522	531
Indigenous	11	13	12
Enrolment continuity (Feb. – Nov.)	95%	95%	94%

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

Our students span a diverse range of backgrounds and as a school community we actively embrace this cultural diversity. Our school motto is "We all smile in the same language". In 2018 approximately 44% of students speak a language other than English. It is also worth noting that around 56% of our student population reside in apartments. We had 11 students who required Education Adjustment Programs.



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	27	27
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

Our whole school curriculum plan (uploaded to the school website) is based upon the Australian Curriculum. It is a sequenced plan ensuring consistent teaching, learning and assessment practices with a clear reference for monitoring learning across year levels, with decision making being guided by evidence based practices.

In 2018 WESS continued to participate in a research study on feedback with UQ researchers and QEli. Researchers from the University of Queensland coached our Year 4 teachers in effective feedback practices, including the development of improved teaching practices and facilitated pedagogical changes for the delivery of the curriculum.



In 2018 WESS introduced a Literacy Coach to lead the introduction of Quick Writes as a mandatory practice. Complex Instruction became another practice introduced throughout the school.

In addition to the core curriculum, West End State School offered the following diverse curriculum experiences:

- Year 4 – 6 Languages offerings: French, Greek, Chinese, Japanese, Spanish and Academic English
- Visual Art opportunities utilising our Art Studio and through the inclusion of experiences with established artists using links with Queensland Art Gallery, Gallery of Modern Art, QACI, Brisbane Festival and our parent body
- Inquiry Based Science using our specifically built Science Laboratory, staffed with a Laboratory Technician and Science Coach
- Large range of sporting opportunities: Inter and Intra school sport, cross country, athletics and swimming leading to District, Regional and State representation
- Year 4 – 6 Camping Program: annual camps ranging from a 3 day social and emotional wellbeing camp in Year 4 and a 4 day Leadership Camp in Year 5, to a 5 day Civics and Citizenship trip to Canberra or a 5 day South East Explorer camp for Year 6
- Full time Tech Ambassador to support Digital Technologies with the use of a dedicated, fully equipped Makerspace room.



- Art
- Environmental Club
- Greek Dancing

Co-curricular Activities

Extra-Curricular Clubs have been accommodated in the playground duty roster and supported by teachers and teacher aides volunteering their time to run programs during breaks.

- Garage Band
- iMovie
- Photography
- STEAM Makerspace Junior and senior
- Coding – Junior and Senior
- Animation

Lunchtime Activities

- Prep – Year 6 Games Central: Chess, Board Games, Jigsaws, Construction
- Library: Coding on the computers, Independent Research, Games, Quiet Reading

Cultural Opportunities

- Greek Dancing Year 3-6 (ongoing throughout the entire year)
- Junior Choir Year 1-3
- Senior Choir Year 4-6

Instrumental Music:

- Brass, Woodwind, Percussion and Strings
- Junior Band – Years 4-5
- Senior Band – Years 5-6
- String Ensemble – Years 3-6



Years 4 – 6 Friday Afternoon Sports

- Intra School Sports: all sports, gym, rock climbing, tennis, fencing
- Inter School Sports: netball, rugby league, AFL and basketball, soccer and touch

Academic Programs, Competitions, Extension

- City Cluster Programs – City Cluster network of 16 schools in the inner city to provide additional programs for our High achievers from Year 3-6 in a range of programs across the school year
- Mini scientists – Years 4
- Mini writers – Years 3 & 4
- Mini thinkers – Years 4
- High achievers – Years 5 & 6
- WESS Science Fair – Prep – Year 6
- WESS Book Week Competition – Prep – Year 6
- ICAS Competitions (Digital Technologies, Science, Writing, Spelling, English, Mathematics) – Year 2-6
- Readers' Cup Regional Interscholar Competition – Year 6
- Australian Business Community Network (ABCN)
- Spark Literacy – Year 2 Reading Mentoring Program with Vision Stream
- 1:2:1 Maths with Visionstream
- GOMA and QAG – Trialling public programs before they are released
- BSHS – Science and Maths Links
- QLD Academies Partnership School
- Young Scholars Program
- QPAC – QLD Opera
- Elev8 initiative offering project based extension
- Tech Girls Are Superheroes – offering girls coding, programming and STEM opportunities



How Information and Communication Technologies are used to Assist Learning



In 2018, the school has continued to integrate digital technologies across the curriculum to improve student learning, engagement and outcomes.

To support this integration, teachers are equipped with a laptop computer, iPad and interactive whiteboard. In addition we have:

- Weekly teacher professional development opportunities provided to build teacher confidence and capability based around teacher feedback
- Increased student iPads available for teachers to use to support teaching and learning: Prep: 20 iPads; Year 1: 20 iPads; Year 2: 20 iPads; Year 3: 25 iPads; Year 4: 40 iPads; Year 5: 30 iPads; Year 6: 30 iPads
- Increased teacher and student access to Makerspace equipment and resources
- Reliable tech support 5 days per week
- Full time Tech Ambassador to support teachers and students

Extra-curricular clubs also aim at building on students ICT skills in Garage Band, iMovie, Photography, Photoshop, STEAM Makerspace, Coding and Animation.

Social climate

Overview

West End State School prides itself on providing a safe and supportive environment for all students.

Our whole school *You Can Do It - Keys to Success* program aims to foster the social and emotional development of children, and assisting them to develop to their full potential. Within a common theme of developing RESILIENCE, the program focuses on the five key foundations of CONFIDENCE, PERSISTENCE, ORGANISATION, GETTING ALONG and EMOTIONAL RESILIENCE. Class role models are recognised at school assemblies as well as through weekly ticket draws which reinforce the current school focus area.

Moving into 2019 we are replacing the You Can Do It program with a focus on our school values, mindfulness and growth mindset. Our Behaviour Team and Student Wellbeing SSP will be working towards developing a school wide framework with our school vision and values as the foundation.

Student leadership is encouraged through the Student Council as well as voluntary leadership positions. In addition, Year 6 students are also rostered on as lunch time "Duty Rangers" to assist any students in need of a friendly link to the range of lunch time clubs, playground areas, training session and areas. A welcome brochure was created by the School Captains and given to new students enrolling, providing information to new students from a student perspective.

Buddy classes continued to operate within the school, the Yr6 students working with Yr1 and Yr5 students working with Prep students.

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%	94%	98%
• this is a good school (S2035)	98%	96%	98%
• their child likes being at this school* (S2001)	95%	95%	98%
• their child feels safe at this school* (S2002)	98%	94%	97%
• their child's learning needs are being met at this school* (S2003)	91%	90%	95%
• their child is making good progress at this school* (S2004)	92%	93%	95%
• teachers at this school expect their child to do his or her best* (S2005)	97%	96%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	89%	91%
• teachers at this school motivate their child to learn* (S2007)	96%	94%	96%
• teachers at this school treat students fairly* (S2008)	94%	92%	92%
• they can talk to their child's teachers about their concerns* (S2009)	98%	91%	99%
• this school works with them to support their child's learning* (S2010)	90%	91%	94%
• this school takes parents' opinions seriously* (S2011)	91%	89%	93%
• student behaviour is well managed at this school* (S2012)	95%	90%	96%
• this school looks for ways to improve* (S2013)	98%	94%	96%
• this school is well maintained* (S2014)	91%	92%	98%

* 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)	95%	96%	99%
• they like being at their school* (S2036)	95%	97%	95%
• they feel safe at their school* (S2037)	96%	93%	99%
• their teachers motivate them to learn* (S2038)	95%	97%	96%
• their teachers expect them to do their best* (S2039)	98%	95%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	89%	91%
• teachers treat students fairly at their school* (S2041)	86%	81%	83%
• they can talk to their teachers about their concerns* (S2042)	83%	87%	83%
• their school takes students' opinions seriously* (S2043)	88%	83%	84%
• student behaviour is well managed at their school* (S2044)	86%	82%	94%
• their school looks for ways to improve* (S2045)	96%	96%	99%
• their school is well maintained* (S2046)	91%	95%	96%
• their school gives them opportunities to do interesting things* (S2047)	90%	92%	95%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	97%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	99%	99%	100%
• they receive useful feedback about their work at their school (S2071)	95%	99%	99%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	93%	94%
• students are encouraged to do their best at their school (S2072)	97%	100%	100%
• students are treated fairly at their school (S2073)	97%	100%	100%
• student behaviour is well managed at their school (S2074)	96%	100%	100%
• staff are well supported at their school (S2075)	96%	100%	100%
• their school takes staff opinions seriously (S2076)	97%	100%	98%
• their school looks for ways to improve (S2077)	97%	100%	100%
• their school is well maintained (S2078)	94%	95%	100%
• their school gives them opportunities to do interesting things (S2079)	97%	100%	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.

Parent and community engagement

At West End State School, we believe that fostering a partnership between parents/carers and the school community is pivotal to a successful education of our students.

In 2018, WESS used the following strategies to engage the parent/carer and wider community:

- WESS School Council – school with strategic directional support
- Active P&C:
 - i. Meeting forums, fundraising and range of services – Outside School Hours Care, Tuckshop, Swim Club, Uniform Shop, and Hall and Tennis Court Hire.
 - ii. P&C led events – Fiesta, movie nights, Mothers'/Fathers'/Carers' Day stalls
 - iii. Fundraising and community grants to further improve the building and facilities to enhance the education of West End State School students.
- Parent/Carer representation on school committees – Capital Improvements and Special Projects; Health, Safety & Wellbeing; Active School Travel
- Parent/Carer information sessions
- Parent/Carer-Teacher Interviews – twice per year
- Classroom volunteers
- Co-development of individual support plans for students with diverse learning needs

Respectful relationships education programs

The school has developed and implemented programs which focus on appropriate, respectful and healthy relationships.

These programs include:

- Units based on the Australian curriculum classes which cover personal safety and strategies to keep themselves and others safe
- 'You Can Do It!' program which teaches students valuable relationship skills
- Participation in awareness raising events such as 'Day for Daniel' and 'Say No to Bullying' to help educate our students about the importance of personal safety and respectful relationships
- Mindfulness for staff, parents/carers and students
- Cyber Safety sessions for staff, parents/carers and students



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	0	0	7
Long suspensions – 11 to 20 days	0	0	0
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



West End State School's Capital Improvements and Special Projects Committee, consisting of staff, invited parents/carers and an elected P&C representative have continued to monitor utilities usage throughout 2018 to gauge and capitalise on the effect of the school's solar panels which have been installed for 6 years. They are generating well above expectations. In addition, the school continued to focus on reducing our environmental footprint through the continued installation of LED fluorescent lights to replace standard fluorescent and reduction, monitoring and use of timers on electrical goods including interactive projectors. WESS continue to have an active Student Environment committee, made up of interested students in Years 4-6 who implement the waste recycling program. Compost from this initiative is used on the renewal of garden beds in our Indigenous gardens. Waste posters, developed by the committee encourage composting and the school use of the worm farms. The school's Active School Travel program encourages students and parents to travel to school by bike, scooter or on foot. It is well supported by the community as evidenced by the increasing need to purchase bike and scooter racks.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	246,176	288,521	348,063
Water (kL)	2,496	3,755	5,878

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.

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

How to access our income details

1. Click on the [My School](http://www.myschool.edu.au/) 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
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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	70	32	<5
Full-time equivalents	60	23	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	10
Graduate Diploma etc.*	17
Bachelor degree	38
Diploma	5
Certificate	

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

Qualification of all non-teaching staff

Table 9b: Qualifications for non-teaching staff at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	5
Bachelor degree	4
Diploma	4
Certificate	10

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

Professional development

Expenditure on staff participation in professional development

The total funds expended on professional development in 2018 were \$198,000.

The major professional development initiatives are as follows:

- Feedback for Differentiated Learning Project
- Peer coaching and mentoring programs
- Induction and probation and full registration program
- Beginning teachers mentoring
- Teacher Aide professional development
- Annual Performance Review cycle
- Collaborative planning sessions
- City Cluster external moderation
- Professional development sessions including:
 - ICT capabilities
 - Digital technology
 - Reading
 - Maths
 - Writing

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%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	95%	96%	95%
Attendance rate for Indigenous** students at this school	89%	85%	83%

* 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

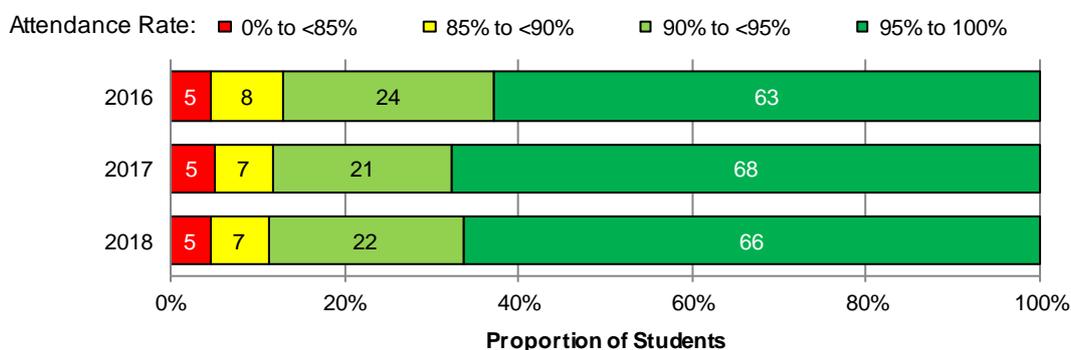
Year level	2016	2017	2018
Prep	95%	94%	95%
Year 1	96%	96%	94%
Year 2	95%	96%	95%
Year 3	95%	96%	96%
Year 4	96%	95%	95%
Year 5	95%	97%	95%
Year 6	95%	95%	96%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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

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.

West End State School operates an electronic roll marking system. Rolls are marked at both the beginning of the day and at the beginning of the final session of the day. The school day starts officially at 8.45am and any child arriving after this time will be marked as ABSENT. All late students report to the office where the office administration staff override the "absent" entry made at 8.45am by the classroom teacher. The office administration staff replace it with a LATE entry showing the time of arrival. Students then proceed to their classrooms and report to the class teachers, showing their late slip printout.

Unexplained absence notifications are texted to parents/carers before 11:00am and responses are recorded on Oneschool. Parents/Carers needing to take their children out of the school grounds, pick up early leave forms at the office before proceeding to their children's classroom for collection. Teachers monitor their rolls for trends and unexplained absences and contact the parents/carers to reinforce the school/home partnership.

An answering machine is available 24 hours a day for messages advising of student absences. Parents/Carers are also able to email advising of their child's absences to admin@westendss.eq.edu.au.

This information is clearly outlined in the Parent Handbook, which is available on the school website.

In the case where no explanation is received concerning a child's absence from school, the official school roll will show an unexplained absence. However, a letter is generated periodically, giving parents/carers the opportunity to explain these absences. Classroom teachers and members of the school's leadership team also follow up on any absences that they become concerned about.

All absences are recorded on a student's semester report card.

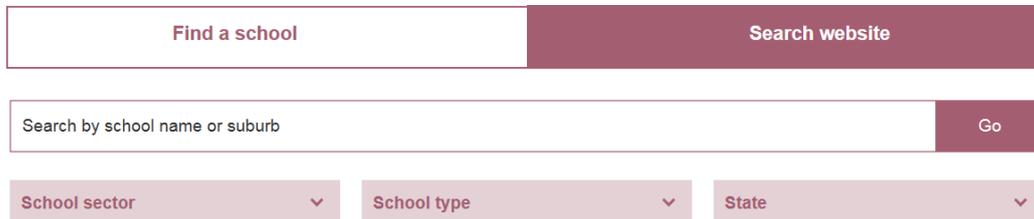
A large number of absences at West End State School are due to parents/carers taking their children for overseas visits. Whilst this is discouraged, it is a challenge due to the fact that many students are going back to visit their home countries or family. All absences due to holiday/family visits over 10 days are processed via the DET's Exemption Process.

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.



The screenshot shows a search interface with a top bar containing 'Find a school' and 'Search website'. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search field are three dropdown menus labeled 'School sector', 'School type', and 'State'.

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



A rectangular button with a dark red background and white text that reads 'View School Profile'.

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



A horizontal navigation menu with a dark red background and white text. The menu items are 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' item is highlighted with a white background.

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.