Everton Park 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

Everton Park State School was established in 1934 and is very proud of its students' academic, social, sporting and artistic achievements. Our school, is situated on 3.4 hectares of land, has a population of approximately 520 with students attending from Prep to Year 6.

Our commitment is to ensure quality educational delivery so our students discover a love of learning, and have opportunities for maximum success. We encourage our students to develop into caring, capable, confident and contributing members of our global knowledge-based society. Our school has a growing reputation for knowing, understanding and catering for all students through a differentiated and rigourous curriculum. Enrichment programs and learning support are an integral part of our classrooms every day. Our curriculum emphasis is focussed on literacy, numeracy and science.

At Everton Park State School we have a shared belief that every student can learn. We are committed to ensuring that every day; every student takes another step forward in their journey of lifelong learning. We have an inclusive curriculum in which all students are working towards common year level goals. We acknowledge individual learning needs and learning styles and shape our curriculum to foster individual growth.

We believe that success is best achieved through a collaborative, evidence based approach within a no blame culture in which teachers assume high accountability for individual student achievement. Our teachers create classroom environments in which all students are expected to learn successfully and they are well supported in their endeavours to do this. We set high expectations for all students to consistently work to their full potential. Teachers also set goals and targets for individual students, groups, cohorts and their whole class and use these aspirational targets to create a differentiated classroom.

As a school we hold high expectations for all students, for behaviour and academic achievements. We welcome the great assistance we receive from our school community as we work together to nurture the innate potential of each and every child and provide appropriate educational opportunities for our students. The staff, parents and students of Everton Park State School take a collective responsibility to make and grow our school to be the very best it can be.

School progress towards its goals in 2018

The 2018 School Annual Report for Everton Park State School will provide details around the initiatives and targets set for our school and our students. Data will also be included to give an indication of how successful teachers and staff have been in achieving targeted academic goals.

At Everton Park State School our overarching goal is to provide high quality education that improves students' academic outcomes and makes a positive difference to all students. Our school is a co-educational state primary school that is welcoming and supportive. Our school achieves outstanding academic results and our staff and community are committed to a wide range of programs in the academic, sporting, musical and citizenship areas. While our curriculum priorities centre on literacy and numeracy, our students are provided with a broad range of enriching learning opportunities and experiences.

Being a medium sized school close to the city, we enjoy many benefits, where all individuals are known and valued. We encourage all students to participate to the best of their ability in all aspects of school life. Students, staff, parents and community members collaboratively model our school values: 'Responsibility, Respect, Caring, Cooperating, Achieving' and associated behavioural expectations; 'Be Safe, Be Respectful and Be an Active Learner'. As our school motto says, we must strive for 'Success with Honour'.

Reading – WHEN teachers use modelled-shared-guided-independent Reading, THEN learners are able to us the language of the reading strategies to process the text and learn how they learn.	In progress – continue to embed in 2019 using coaching and mentoring and professional learning and professional development.
Writing – WHEN teachers use the Writing Process - planning-drafting-conferring-refining-publishing, THEN learners understand the purpose and audience and can think and write like authors.	In progress – continue to embed in 2019.
Formative Assessment - WHEN teachers use the formative assessment practices of feed-up, feedback and feed-forward, THEN learners have a sense of purpose and are able to reflect and understand their next steps in learning.	In progress – continue to embed in 2019 via professional learning and coaching and mentoring.
Learning and Wellbeing – WHEN teachers utilise Collaborative Learning Strategies including open and dead end roads, THEN learners are engaged and take responsibility for their learning.	In progress – continue to refine and deepen through professional development via mentoring with another school using co-operative learning structures and professional development in early 2019.

Strategy	Impact on learning – Effect Size	School Priority for 2019
Feedback	+ 8 months	Data Literacy and Formative Assessment
Meta-cognition and self-regulation	+ 8 months	Curriculum and Pedagogy
Collaborative Learning	+ 5 months	Learning and Wellbeing
Reading Strategies	+ 5 months	English – Linking Reading and Writing
Early Years Intervention	+ 5 months	English - Reading

Future outlook

- Coaching and Mentoring:
  - Continue to develop capacity and capability of staff through regular, timetabled instructional and peer coaching and mentoring to ensure consistent practices in literacy.
  - Strengthen collegial culture by providing formal and consistent opportunities for staff members to plan, share, celebrate and learn from each other's practices.

- English:
  - Continue to implement the Gradual Release of Responsibility of Teaching and Learning Model with a focus on best practice in reading and its links to writing.
  - Further develop teachers' repertoires of practice to identify the high-yield teaching strategies that will most effectively facilitate deep learning and engage and challenge students.
  - Continue to focus on reducing variability of A-E data through the teaching and learning cycle, using moderation for receptive (and productive) tasks as co-verification.

- Curriculum and Pedagogy:
  - Continue to collaboratively develop a whole-school curriculum plan to guide sequenced and coherent implementation of the AC across the school. Continue to support students with a disability to ensure practices are inclusive.
  - Continue to collaboratively develop units and teaching sequences within the curriculum to engage, extend and provide challenge to students.

- Data Literacy and Formative Assessment:
  - Continue to develop data literacy to identify students for case management, differentiation, targeted intervention and extension.
  - Continue to improve the use of formative assessment (feed-up, feedback and feed forward).

- Wellbeing and Learning using Collaborative Learning:
  - Embed whole-school Learning and Wellbeing Framework to effectively support students to be self-managed.

- Evidence Base: The Australian Toolkit of Teaching and Learning - http://evidenceforlearning.org.au/the-toolkit/

Strategy	Impact on learning – Effect Size	School Priority for 2019
Feedback	+ 8 months	Data Literacy and Formative Assessment
Meta-cognition and self-regulation	+ 7 months	Curriculum and Pedagogy
Reading Comprehension Strategies	+ 6 months	English – Linking Reading and Writing
Collaborative Learning	+ 5 months	Learning and Wellbeing
Oral Language Interventions	+ 5 months	English -
Early Years Intervention	+ 5 months	English - Reading
Social and Emotional Learning	+ 4 months	Learning and Wellbeing

Reading: NMS: Year 3:   In 2018: 98.7% increase in 2019 to 100%

Year 5:   In 2017: 98.8% increase in 2019 to 100% (cohort data)

U2B: Year 3:   In 2018: 63.2% increase in 2019 to 70%

Year 5:   In 2017: 47.5% increase in 2019 to 60% (cohort data)

Writing: NMS: Year 3:   In 2018: 94.7% increase in 2019 to 100%

Year 5:   In 2017: 98.8% maintain in 2019 to 100% (cohort data)

U2B: Year 3:   In 2018: 26.7% increase in 2019 to 50%

Year 5:   In 2017: 5%   increase in 2019 to 30% (cohort data)

English: A-C: Semester 1:   In 2018: 85%   increase in 2019 to 90%

Semester 2:   In 2018: 87.5% increase in 2019 to 90%

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	482	497	528
Girls	240	250	272
Boys	242	247	256
Indigenous	23	26	27
Enrolment continuity (Feb. – Nov.)	98%	96%	97%

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

Everton Park State School has a diverse student population in terms of culture and language background including Indigenous students, English as a Second Language or Dialect students and students with disabilities. We have slightly more girls than we do boys. At present, there are 21 classes from Prep to Year 6. Our school continues to increase the number of students in the early phase of learning.

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	25
Year 4 – Year 6	24	23	24
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
Everton Park State School ensures that the individual needs of all students are targeted through a collaborative approach to the review and analysis of student achievement. Intervention and extension programs are implemented. A clear referral process ensures that no child is left behind. Our pedagogical framework is based on the Gradual Release of Responsibility Model and ensures that every student is provided with the level of scaffolding that they require to reach their full potential.

Our students participate in academic competitions such as ICAS, Chess competitions and District Literacy and Mathematical Challenges.

Other curriculum offerings include, Instrumental Music Program, Junior and Senior Choirs, Footsteps Dance Class and Art Club.

Co-curricular Activities
- Inter-school Sports (Gala Days, Athletics, Swimming, Cross Country)
- Cheerleading
- Before School Walk and Talk Club
- Premier's Reading Challenge
- Ecomarine Ambassadors (Year 6)
- Participation in the Gaythorne RSL events, e.g., ANZAC Day March
- Prep and Year 6 Buddy Program
- Leadership Program for Senior students (Year 5-6)
- Student Council (Year 6)
- Easter Hat Parade (Years P-2)
- Under 8s Day (Years P-2)
- Enrichment Pathways:
- Sustainability Pathway (Years 3-6)
- Mindfulness -Yoga Pathway (Years 3-6)
- Triathlon Pathway (Years 3-6)
- STEM - Science Pathway (Years 3-6)
- STEM - Design Pathway (Years 3-6)
- STEM - Robotics Pathway (Years 3-6)
- STEM - Coding Pathway (Years 3-6)

How Information and Communication Technologies are used to Assist Learning
As part of the Australian Curriculum our students develop ICT capability that supports and enhances learning across all areas of the curriculum. Our students develop the knowledge and skills to use ICTs in a range of tasks within meaningful, authentic and safe contexts. They learn to use the appropriate social and ethical protocols and develop awareness of being cybersafe in digital environments.

At Everton Park State School, teachers are committed to the continual development of their digital pedagogy and providing learning environments where their learners' knowledge is deepened, transformed and created through the use of digital tools, resources and environments. All classrooms are equipped with LCDs or TVs with Apple TVs or similar allowing teachers to engage students in multimodal learning experiences. Our teachers provide online spaces and virtual classrooms where students can; access and upload information, communicate through blogs and forums, and interact through online learning objects and other web links in a 24/7 online environment.

With the digital environment creating more demand on literacy and numeracy skills our aim is to provide students with access to high quality resources such as electronic interactive reading books and online Mathematics programs. Our school recognises that new technologies and mobile devices are changing the ways that people share and communicate with ICT. Networked computers are located in classrooms. Wi-Fi access is available throughout the school. iPads are also used throughout our school (class sets - 14 per set for each year level) and provide an authentic digital tool for students to investigate, communicate and create across a range of tasks. This technology adds depth and richness to student learning.

Social climate

Overview

At Everton Park State School we value individual differences and as a school take a stand against bullying and anti-social behaviour. Everton Park State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. The Everton Park State School Responsible Behaviour Plan (RBP) for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. We consider the RBP to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs. Our RBP outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through the RBP, shared expectations for student behaviour are clear to everyone, assisting Everton Park State School to maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Students who effectively work within our school rules demonstrate a knowledge and understanding of our agreed set of School Values. Our School Values are:
- Responsibility
- Respect
- Caring
- Cooperating
- Achieving

Our school community has identified the following school rules to promote and teach high standards of responsible behaviour:
- Be Safe
- Be Respectful
- Be an Active Learner

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. Each week on assembly we acknowledge students who demonstrate positive citizenship behaviours. Each week, individual students are recognised on assembly and in the class newsletters for individual achievements.   We have a strong uniform policy which is endorsed by our P&C in which every child is expected to wear the correct uniform every day. Our school is very proud to know the culture we build makes a considerable difference to the behaviour standards of our children. Our students want to come to school, want to learn and they treat each other with respect and courtesy.

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%	92%	94%
• this is a good school (S2035)	99%	93%	96%
• their child likes being at this school* (S2001)	96%	94%	100%
• their child feels safe at this school* (S2002)	93%	93%	98%
• their child's learning needs are being met at this school* (S2003)	96%	87%	94%
• their child is making good progress at this school* (S2004)	93%	93%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	98%
• teachers at this school provide their child with useful feedback about his or	96%	94%	94%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
her school work* (S2006)			
• teachers at this school motivate their child to learn* (S2007)	95%	90%	89%
• teachers at this school treat students fairly* (S2008)	89%	93%	88%
• they can talk to their child's teachers about their concerns* (S2009)	95%	87%	96%
• this school works with them to support their child's learning* (S2010)	99%	94%	92%
• this school takes parents' opinions seriously* (S2011)	90%	83%	88%
• student behaviour is well managed at this school* (S2012)	85%	84%	83%
• this school looks for ways to improve* (S2013)	95%	94%	96%
• this school is well maintained* (S2014)	77%	86%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	95%	96%
• they like being at their school* (S2036)	91%	95%	89%
• they feel safe at their school* (S2037)	92%	94%	89%
• their teachers motivate them to learn* (S2038)	92%	97%	91%
• their teachers expect them to do their best* (S2039)	99%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	94%	91%
• teachers treat students fairly at their school* (S2041)	79%	85%	79%
• they can talk to their teachers about their concerns* (S2042)	86%	88%	82%
• their school takes students' opinions seriously* (S2043)	86%	87%	79%
• student behaviour is well managed at their school* (S2044)	86%	79%	75%
• their school looks for ways to improve* (S2045)	93%	94%	90%
• their school is well maintained* (S2046)	91%	91%	87%
• their school gives them opportunities to do interesting things* (S2047)	92%	91%	87%

* 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)	95%	94%	93%
• they feel that their school is a safe place in which to work (S2070)	95%	94%	93%
• they receive useful feedback about their work at their school (S2071)	83%	89%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	95%
• students are encouraged to do their best at their school (S2072)	98%	100%	97%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	95%	100%	93%
• student behaviour is well managed at their school (S2074)	90%	94%	83%
• staff are well supported at their school (S2075)	81%	86%	90%
• their school takes staff opinions seriously (S2076)	83%	78%	86%
• their school looks for ways to improve (S2077)	95%	94%	90%
• their school is well maintained (S2078)	83%	89%	97%
• their school gives them opportunities to do interesting things (S2079)	90%	91%	93%

* 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 Everton Park State School there is a strong sense of community spirit. We encourage parents to become involved in their child's education in many ways and we have a supportive parent group who volunteer to assist our students each week.

A parent representative from each class in the school attends a meeting regularly throughout the year to provide feedback to the leadership team on important initiatives within the school. These parents also provide valuable ongoing communication between the school and the home.

Parents are regularly involved in our school programs and assist teachers with activities such as our perceptual motor program, swimming and sporting programs, Morning Reading Club, Before School Walk and Talk, classroom reading and Mathematics activities, group rotations, sports carnivals, excursions, working bees, art and other activities. Parents also support students and the school in intensive inter-school sporting activities, sport carnivals, tuckshop and uniform shop, as well as through numerous fundraising endeavours.

Parent nights are held every year, in every class, in the first three weeks of the year. Parent/teacher interviews are conducted twice a year and are designed to keep parents informed on the progress of their child.

Parents are regularly invited to school to view and celebrate learning. Many parents attend our Monday afternoon assemblies and are able to share in our weekly celebrations of school and student success and achievement. This is also an opportunity for our school community to keep informed about what is happening in and out of the classroom.

Respectful relationships education programs

The school implements a program that focuses on appropriate, respectful and healthy relationships. This is adopted and adapted from the Curriculum to Classroom resources. Year 6 students participate in a program that focuses on self-awareness and social awareness.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. We seek to build a culture that seeks to prevent gender based violence, through the building of respectful relationships.

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	10	4	14
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

We continue to model and teach sustainable approaches to reducing our environmental footprint. This includes reducing our printing and paper output.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	157,227	157,816	194,206
Water (kL)	7,130	1,751	3,233

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	35	27	<5
Full-time equivalents	32	14	<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	6
Graduate Diploma etc.*	3
Bachelor degree	21
Diploma	4
Certificate	1

*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 $99 427.02

The major professional development initiatives are as follows:

Curriculum

- Planning Days (including teacher release)
- Guided Reading Professional Learning
- Early Start Professional Learning
- Intentional collaboration with other schools

Wellbeing and Learning

- Choice Theory, Reality Therapy and Lead Management Training
- Get Happier Training
- Classroom Profiling Training
- ESCM Training
- Trauma Training

Coaching and Mentoring

- QELi courses for aspiring teachers
- QUT MBT training
- Books and reflective journals
- GROWTH Coaching 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.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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%	95%
Attendance rate for Indigenous** students at this school	91%	91%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	96%	96%	95%	Year 7			
Year 1	93%	95%	95%	Year 8			
Year 2	94%	94%	95%	Year 9			
Year 3	95%	94%	95%	Year 10			
Year 4	95%	93%	94%	Year 11			
Year 5	94%	95%	95%	Year 12			
Year 6	92%	93%	95%				

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
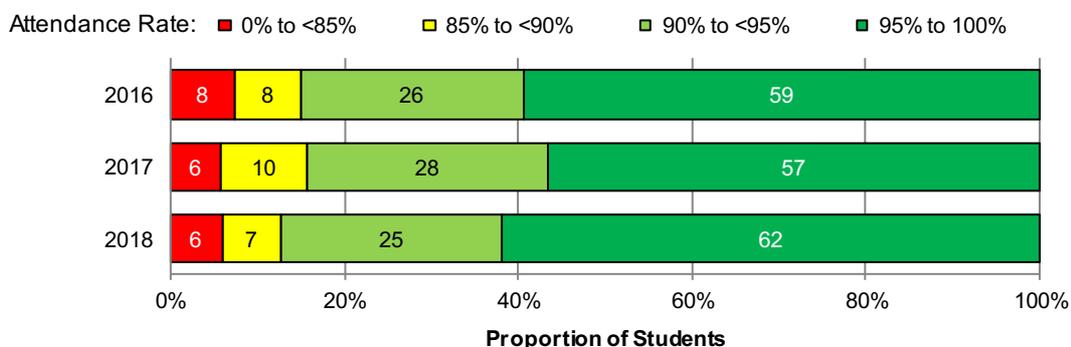
Description of how this school manages non-attendance

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.

Non-attendance is managed in state schools in line with the DET 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.

Non-attendance is managed in state schools in line with the DET 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.

Everton Park State School was introduced electronic roll marking in 2015.

This allowed student attendance to be managed in a more timely manner. Student absence reports were run and followed up daily. In addition to this, patterns of student non-attendance was monitored by the leadership team at regular intervals throughout the year. Everton Park State School uses an SMS system to track unexplained absences on a daily basis.
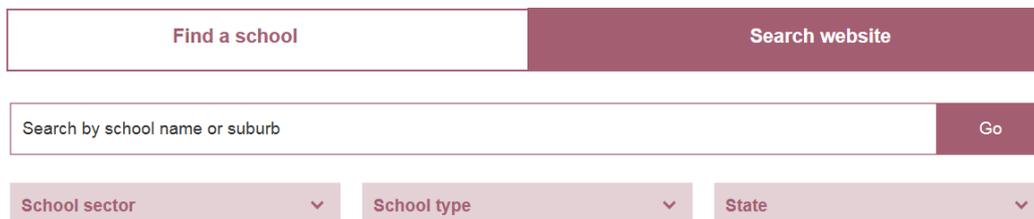
Excessive student absence was followed up with parents, in line with SMS-PR-029 which included parent meetings with members of the leadership team to discuss and resolve any concerns regarding non-attendance. Parents/carers at Everton Park State School are vigilant in reporting student absence, hence it is in very rare cases that student attendance concerns reach this level.

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.