Petrie 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

We are working together to ensure that every day, in every classroom, every student is learning and achieving.

Our school motto of "Knowledge is Power" epitomises the attributes of a lifelong learner.
We are supporting our teaching staff by focusing on pedagogy. This is based on research, including using the Art and Science of Teaching (ASOT). Our approach involves coaching, a renewal of practices through professional development and discussions, analysing data and sharing student's relative gain at timely intervals. Communication is very important to us and partnerships with parents are very strong. We believe it is important for parents to be able to make a meaningful contribution to their child's journey through the school. The shared values and beliefs of the whole school community support our statement of purpose Developing Talents; Reaching Goals. They are to: foster ideal conditions for learning and teaching; extend beyond everyday experiences; develop holistically through a supportive team approach; enhance outcomes through shared learning; engage in open professional dialogue; accept obligations and accountability; achieve independence within an independent community. Our goals are to develop each student to his/her intellectual potential while maintaining a wholesome attitude to life and learning, to develop attitudes of cooperation and tolerance, and to develop a healthy mind in a healthy body. Classes provide comprehensive programs across all Key Learning Areas. We believe in strong partnerships with parents. Our Responsible Behaviour Plan is based on mutual respect and responsibility. Elected student leaders receive training in leadership skills. With the high standard of student behaviour, a priority will be to ensure that this strong aspect of the school is enhanced. Our inclusive curriculum caters for the individual needs of each student, whether they need enrichment in academic areas, behaviour or social support or help with their disabilities. These individual needs are catered for with assistance from support teachers in Literacy and Numeracy, special education teachers, teacher aides, advisory teachers, local state and high school cluster initiatives, visiting guest speakers and volunteers. Intervention programs are provided to students identified through diagnostic tests, NAPLAN and classroom assessment. Student interests and strengths are developed through access to extra-curricular programs including sport and instrumental music and through participation in events such as District sporting trials, Music Festival, Maths tournaments, Battle of the Brains and Creative Generation. Petrie excels in these areas. Over the next few years we plan to achieve continuous improvement in Literacy, Numeracy and Science for all students with a key focus on Reading, Spelling and Numeracy. This will be achieved in classrooms where teachers are supported to differentiate and make appropriate adjustments to the Australian Curriculum to meet the learning needs of all students. This support will be in the form of a significant allocation of funds and time for teachers to engage in professional development. There will be a strong focus on strengthening and building teacher capability to achieve pedagogical excellence and consistency across all classrooms. High expectations for all students, providing timely feedback, analysing systemic and school data together with development of action plans will help to enable significant progress.

At Petrie State School our students and student learning outcomes are our focus.

School progress towards its goals in 2018

Successful Learners	Great People Teaching Quality Principal Leadership & Performance	High Standards School Performance	Engaged Partners Regional Support Local decision making
Analysis and discussion of data Culture that promotes learning Differentiated Teaching and Learning Researched Based Improve student Attendance	Effective Pedagogical Practices - Researched Based Expert Teaching Team Pedagogical Framework PLT Professional Learning Teams Literacy Priority- Numeracy Priority	Explicit improvement Agenda: Targeted improvement plan Systemic Curriculum Delivery PBL- Positive Behaviour for Learning Celebrate Success	P&C School and community partnerships Regional support Best Practice Networks with other schools

During 2018, we focused on maximising the benefits of *Investing for Success* funding for our students. After reviewing our 2018 *Investing for Success* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.

Initiatives implemented include:

Petrie Prep transition

Our Pre-Prep students were provided with a comprehensive, eight week transition program which focused on school readiness, fine motor, gross motor, literacy and numeracy skills. As a part of the program parents were provided with a series of information sessions which focused on strategies that could be used at home to support the development of oral language, literacy and numeracy in children.

Collaboration with early childhood /kindergarten providers

Engagement with early childhood/kindergarten providers in the local area began in 2014 this has continued throughout 2018. Joint meeting were held with discussions centred on curriculum, routines and transition statements. During term 4 many Early Childhood Centres participated in the 8 week Petrie Prep Transition Program. Visits by one of our Prep teachers to the early childhood classrooms have occurred as well. Collaborative meetings will continue throughout 2019.

Prep-Year 6 Targeted Support

Valuable data has been gained from Early Start Testing and this has been used to target support in year Prep to 2. Strategies used for providing this support have been the employment of a Master teacher, Support Staff and extra Teacher Aides to work within classrooms to support the guided reading and maths programs.

Continued to build capacity and capabilities of our teaching team through PLT collaborations where we deepen knowledge and understanding of AC achievement standards, Pre-moderation of English assessment tasks

This year through the development of the Inclusion Support Hub we have been able to provide ongoing support to students throughout the year. Results indicate that this has been a successful initiative.

NAPLAN. Year 3 and 5: Our results in NAPLAN indicate pleasing results in both Reading and Numeracy. In Year 3, results indicate 91.7% of our students are achieving NMS in Reading and 94.4% in Numeracy. In Year 5, results indicate 97.3% of our students are achieving NMS in Reading and 93.2% in Numeracy. All results are similar to the National results.

Future outlook

- Improve teacher capability through focused coaching and professional development to improve student performance through understanding, engagement and implementation of the Australian Curriculum using Pre and Post Moderation, Age Appropriate Pedagogies (AAP) and Achievement Standards.
- Build teacher confidence to use a range and balance of research-based pedagogies to deliver the curriculum to students to ensure that 'every child is succeeding'.
- Provide additional resources to support curriculum development and practice within the classroom to ensure enhanced understanding of the Australian Curriculum using Pre and Post Moderation, AAP and Achievement Standards.
- Enhance the Petrie State School P-3 Intervention program with additional human and physical resources to deliberately and strategically target and support students P-6 to reach the National Minimum Standards (NMS) and A-E targets.
- Develop and implement individual support provision/individual curriculum plans for students who are identified through data analysis – above and below targets
- Continue to ensure every student is succeeding through building and maintaining an inclusive school culture.
- Continue to increase participation of local kindergarten providers in our transition to Prep program to ensure students are school ready.
- A-E DATA
- Lift the number of students receiving A-C by 25%.

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	591	572	582
Girls	250	267	267
Boys	341	305	315
Indigenous	28	30	36
Enrolment continuity (Feb. – Nov.)	96%	96%	92%

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

The Petrie State School community draws upon the well-established suburb of Petrie, with neighbouring suburbs being more recently developed. Rail links and bus services transport students from other suburbs to attend the school.

Enrolment has been very steady over the last few years. Most students are from a European background, with a small percentage of Indigenous students and students from a non-English speaking background. We have a number of children whose parents and/or grandparents attended Petrie.

Petrie State School has an Enrolment Management Plan. All students who live within our catchment area are eligible for enrolment at Petrie State School. Students who live outside of our catchment area are able to be enrolled if class positions are available.

Average class sizes

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

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

Our beliefs about learning are:
- All children can learn.
- Learners are supported by a safe and supportive school environment and caring relationships.
- Strong partnerships with parents and the wider school community support and enhance learning.
- Quality teachers deliberately influence student learning.
- A positive attitude to learning helps learners develop persistence, confidence and resilience.
- Explicit teaching, goal setting and feedback influence student outcomes.
- Our Pedagogical Framework is designed to ensure high quality teaching focussed on the achievement of every student.

It is based on:
- Relationships as the basis of a positive school culture
- Student-centred planning with targeted and scaffolded instruction
- High expectations for all
- Alignment of curriculum, teaching and assessment
- Safe supportive learning environments

We:
- Improve teacher capability through focused coaching and professional development.
- Enhance the P-2 Intervention Program with additional human and physical resources to deliberately and strategically target and support students to reach the National Minimum Standards.
- Provide additional resources to support curriculum development and practice within the classroom.
- Gather and analyse individual student data to identify students needing intensive support.
- Collaboratively work with our HOC through the use of the gradual release model to focus on reading and comprehension strategies. This ensures consistency of planning, teaching and learning; and ongoing professional development for teachers, teacher aides and parents/carers in support strategies.
- Support curriculum development and practice within the classroom to ensure enhanced understanding of the Australian Curriculum using Pre and Post Moderation, AAP and Achievement Standards.
- Enable data based conversations on student progress through the monitoring of data across year levels through the year level team meetings.
- Identify and develop individual support provisions for students who are struggling to reach National Minimum Standards, including developing individual learning goals and targets. Develop Individual Learning Plans to support students who are working significantly below or above the National Minimum Standard and who require alternate curriculum to be presented to consolidate or enrich.
- Develop a culture of celebration for students who reach and exceed targets.
- Provide consistent, regular and timely feedback to parents and carers about the strategies used to support their child and the strategies that can be followed up and used at home to enhance the school support.
- Provide ongoing opportunities for feedback to all staff on effectiveness of intervention programs.
- Embed a culture of classroom observation and feedback through the gradual release model.
- Provide pre-Prep students with a comprehensive 8-week Countdown to Prep transition program involving the local kindergartens; and focusing on school readiness, fine and gross motor skills, Numeracy and Literacy skills.
- Continue to support participation of local kindergarten in our Countdown to Prep transition program to ensure students are school ready.

Co-curricular activities

Petrie offers:

- An award winning Instrumental Music Program (Strings and Concert Band) that links with similar programs in
- our main feeder high school
- Junior and Senior choirs
- Participation in Creative Generation – State School on Stage
- Annual Cross Country, Athletics Days, an Inter-school sports GALA day each term, opportunities to access
- all sporting trials and Pine Rivers District level and beyond, and visiting programs encouraging participation in a variety of sports.
- Excursions to support and reinforce classroom learning
- Academic competitions
- Fun-da-mentals Mathematics enrichment day at Pine Rivers State High School for students in Year 6
- Camps for students in Years 5 and 6
- Leadership development training for student leaders with the local primary school cluster
- School discos, weekly school parades

How information and communication technologies are used to assist learning

ICT is integrated across the curriculum in all year levels. With access to Electronic Whiteboards and data projectors in each classroom, students use computer and other technologies as an integral part of their learning.

There are two Internet capable labs with 32 computers in each and one mini lab of 15 computers in the library. All classes have the opportunity to access the labs. The school has a trolley of a class set of iPads which all classes may access; as well as iPads in many classrooms. This structure ensures student ICT learning is future focussed and embedded in daily practice.

Provide a descriptive account of your school's strategies, such as digital pedagogies, used to assist learning.

Social climate

Overview

Petrie State School is committed to providing a safe, supportive and inclusive environment which maximises the educational opportunities and outcomes for all students. The school recognises that for optimal learning to take place, we must provide an inclusive, supportive environment. Our Responsible Behaviour Plan for Students is based on rights, responsibilities, rules and consequences. All students, staff and community members are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Our school community has identified the following values to teach and promote our high standards of responsible behaviour.
• Respect property
• Respect others
• Respect learning
• Respect yourself

Positive Behaviour for Learning

Petrie uses Positive Behaviour for Learning (PBL) to improve academic and behavioural outcomes for all students. It is based on clear expectations that can be applied and taught in every context.

Expectations at Petrie are based on our POLY values – respect for Property, respect for Others, respect for Learning, and respect for Yourself.

A Student Welfare Committee meets to support the social/emotional and academic needs of students, whether they have a learning difficulty, disability or require extension due to high academic performance. We have a team of Support teachers and teacher aides working with teachers in all classrooms to support students. Additional student support is provided by the school Guidance Officer, available five days per fortnight.

The school liaises with outside support services to coordinate and facilitate support for families in need. A School Chaplain works at the school for two days per week and has supported many families and individual students.

We believe that quality student outcomes are the result of a positive partnership between parents, teachers and the school administration, and are supported by a safe and supportive school environment, quality school curriculum and teacher pedagogy.

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)	96%	93%	79%
• this is a good school (S2035)	98%	91%	76%
• their child likes being at this school* (S2001)	92%	96%	81%
• their child feels safe at this school* (S2002)	96%	96%	78%
• their child's learning needs are being met at this school* (S2003)	94%	93%	78%
• their child is making good progress at this school* (S2004)	92%	93%	78%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%	88%
• teachers at this school motivate their child to learn* (S2007)	92%	89%	83%
• teachers at this school treat students fairly* (S2008)	88%	93%	75%
• they can talk to their child's teachers about their concerns* (S2009)	94%	89%	85%
• this school works with them to support their child's learning* (S2010)	90%	91%	83%
• this school takes parents' opinions seriously* (S2011)	91%	91%	69%
• student behaviour is well managed at this school* (S2012)	83%	67%	60%
• this school looks for ways to improve* (S2013)	94%	87%	75%
• this school is well maintained* (S2014)	79%	87%	78%

* 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)	92%	96%	98%
• they like being at their school* (S2036)	89%	89%	98%
• they feel safe at their school* (S2037)	87%	89%	91%
• their teachers motivate them to learn* (S2038)	96%	97%	98%
• their teachers expect them to do their best* (S2039)	100%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	94%	96%
• teachers treat students fairly at their school* (S2041)	86%	91%	93%
• they can talk to their teachers about their concerns* (S2042)	85%	83%	94%
• their school takes students' opinions seriously* (S2043)	88%	88%	91%
• student behaviour is well managed at their school* (S2044)	67%	83%	86%
• their school looks for ways to improve* (S2045)	94%	92%	95%
• their school is well maintained* (S2046)	86%	91%	95%
• their school gives them opportunities to do interesting things* (S2047)	94%	88%	98%

Percentage of students 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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	86%	91%
• they feel that their school is a safe place in which to work (S2070)	82%	84%	86%
• they receive useful feedback about their work at their school (S2071)	78%	68%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	86%	87%
• students are encouraged to do their best at their school (S2072)	96%	91%	97%
• students are treated fairly at their school (S2073)	86%	74%	71%
• student behaviour is well managed at their school (S2074)	63%	50%	55%
• staff are well supported at their school (S2075)	78%	63%	59%
• their school takes staff opinions seriously (S2076)	87%	74%	70%
• their school looks for ways to improve (S2077)	97%	82%	91%
• their school is well maintained (S2078)	63%	59%	82%
• their school gives them opportunities to do interesting things (S2079)	83%	70%	77%

* 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

Parents are encouraged to be involved in their child's education by participating in classroom activities to support the teacher and students. In addition to an information session at the beginning of the year and parent-teacher interviews, parents are invited to information sessions regarding developing skills in the early learner, Mathematics and Literacy. Parents are also involved in the school and P&C newsletter distribution, working bees to improve the school grounds, supervision at school discos, volunteer work in the Snack Shack and support for the school's involvement in things such as Creative Generation and musical performances. The P&C provides a forum for parents to have their say on many aspects of school organisation.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our goal is to develop students' knowledge and skills to be able to resolve conflict without violence; and to recognise, react and report when they, or others, are unsafe.
We do this through:
Health and Physical Education curriculum:
- Looking out for others
- Belonging
- Staying safe
- Good friends
- Culture in Australia – positive interactions
- Emotional interactions

Daniel Morcombe program:
- Personal safety and awareness
- Cybersafety
- Recognise, React and Report

- Fun Friends and Friends for Life programs:
- Feelings
- Being a good friend
- Social Skills
- Resilience
- Positive Behaviour for Learning:
- An understanding of rights and responsibilities
- Explicit teaching of expected social behaviour and emotional self-discipline

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	29	40	41
Long suspensions – 11 to 20 days	0	2	1
Exclusions	0	0	2
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school currently has six rainwater tanks storing a total capacity of 109 000 litres. Two of these rainwater tanks are connected to toilets and the water from the others is used for gardens and cleaning. The school has solar panels (2050 w) installed. Paper recycling is part of school business.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	157,046	173,715	160,065
Water (kL)	3,099	1,290	2,112

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.

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

> View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	47	34	<5
Full-time equivalents	39	19	<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.*	8
Bachelor degree	32
Diploma	4
Certificate	0

*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 $41 076.16

The major professional development initiatives are as follows:

- Understanding of Australian Curriculum achievement standards and what teaching and learning experiences to support this looks like in our classrooms.
- Scheduled discussions around moderation, planning, pedagogy and differentiation
- Build teacher knowledge of the Australian Curriculum through pre moderation
- Develop a clear, consistent understanding and implementation of the Australian Curriculum using Age Appropriate Pedagogies and Achievement Standards.
- Improve teacher capability through focused coaching and professional development.
- Team meetings each term to discuss and share class and cohort data
- Effective classroom pedagogy: Pedagogical Support Team to drive focus on Pedagogical Framework and the Art and Science of Teaching
- Teacher reflection and Developing Performance Plans based on Pedagogical Framework, the Art and Science of Teaching and Australian Institute for Teaching and School Leaders Standards

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.	95%	96%	96%

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	93%	93%	92%
Attendance rate for Indigenous** students at this school	92%	90%	92%

* 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	92%	92%	93%	Year 7			
Year 1	93%	92%	90%	Year 8			
Year 2	94%	94%	91%	Year 9			
Year 3	94%	92%	93%	Year 10			
Year 4	92%	95%	92%	Year 11			
Year 5	93%	93%	91%	Year 12			
Year 6	92%	93%	91%				

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%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	12	14	27	47
2017	12	11	29	49
2018	18	11	28	43

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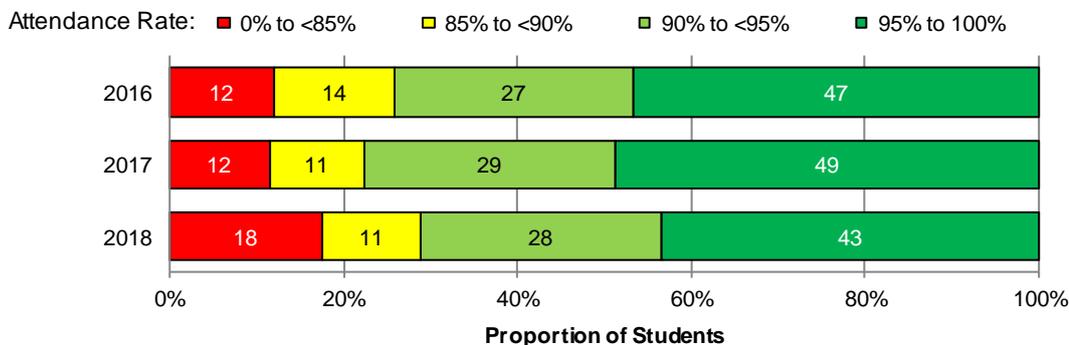
Description of how this school manages non-attendance

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.

Rolls are marked twice a day. If a student is absent without an explanation being provided for that absence, parents are sent an SMS on the same day requesting that information. If a child is absent for a long period of time without a satisfactory reason, the Principal or Deputy Principal will call the parent to discuss the absence. In some cases, a home visit is made. If the absences continue, then the relevant departmental letter is sent and a meeting is organised with the parent. In the case of continued non-attendance, a further letter outlines the parent's legal responsibilities in relation to compulsory schooling. Police are contacted in cases where parents do not fulfil their responsibilities.

Incentives to improve attendance are offered, such as a prize for the students with the highest attendance rate, and random prizes drawn for students at school that day. At the end of the year, special awards are given for 100% attendance.

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.