



Westwood 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

Westwood State School is a Band 5 primary school (P to 6) located fifty km from Rockhampton on the Capricorn Highway. The school has an active school community and most parents are P and C members. Parents actively participate in fundraising events and volunteer to assist with extra-curricular activities. There is a strong focus on teaching English and Maths at Westwood and there are uninterrupted English and Maths learning blocks. In particular, the teaching of reading is fundamental. The school is well-staffed and strives to cater for individual learning needs. The student/computer ratio is high at Westwood and technology is integrated across the curriculum including planned units that incorporate all the curriculum. The Positive Behaviour for Learning Behaviour plan was recently reviewed at Westwood. A feature of this plan is the incorporation of deliberate strategies to teach values, responsibility, citizenship, resilience and self-esteem. There is minimal bullying at this school. The school is surrounded by well-tended gardens and has recently-painted buildings. This school is an important part of the community, and is a friendly and happy place where students enjoy their learning.

## School progress towards its goals in 2018

### Explicit Improvement Agenda – Writing

Westwood State School Explicit Improvement agenda focused on improving students writing. A number of pedagogies, professional development opportunities and programs were initiated to improve writing results at the school. The schools aspirational goals are listed below along with an outline of achievement.

#### Aspirational Goals

- Year 5 Student achieves a result at Mean Scale Score for writing. (Developing)
- Year 2-6 Students are achieving results similar to the Mean Scale Score of the nation (2014) in all 5 NAPLAN Strands or meeting the guaranteed standards as outlined in students Individual Learning Guarantees. (Developing)
- Increase the percentage of students in Prep to year 6 who are achieving a “C” standard or equivalent in English from 70% to 80% by the end of 2014. (Achieved)

### Annual Implementation Plan

Westwood State Schools Annual Implementation Plan (AIP) had a number of different focuses based around student’s retention, implementing the Australian Curriculum, developing productive partnerships and improving student vocabulary. Plans implemented around these areas of focus were successful particularly student retention and enrolment growth. Two areas of the AIP

## Future outlook

Westwood State School is dedicated to improving student learning outcomes in all areas, with a short, sharp narrow focus driven by student data and an Explicit Improvement Agenda and simple Annual Improvement agenda. School priorities are chosen and developed through detailed analyses of student data with pedagogies, programs and professional development chosen through evidence based research and collaboration with other schools within Westwood’s designated cluster area.

*The Westwood State Schools foci for 2018 are:*

- Literate Learners
- Numeracy: Problem Solving
- Quality Teaching

These Priorities align with our schools investing for success plan as outlined below.

#### This funding will be used to

Improve literacy outcomes for lower school students (P-2), 75% of students will be reading at their chronological age level.  
Lift student results in numeracy, 75% of students will be above NMS in NAPLAN numeracy testing and 75% of students above the NAPLAN mean scale score.  
Continue quality teaching, with 100% of teaching staff engaging in PD based around initiatives in place.  
Improve student-writing practices (P-2), with 70% of students achieving age appropriate milestones based of the Literacy Continuum.

#### Our initiatives include

Improve NAPLAN results in 2017 by continuing with the Writing Program and building staff capacity to explicitly teach literacy as outlined in the Annual Implementation Plan.  
Compliment the school reading program with data, feedback driven reading program Reading Eggs.

Improve NAPLAN results in 2017 by preparing students for the 2017 NAPLAN Online Pilot program with Typing Tournament keyboarding skills and computer based numeracy and literacy programs to consolidate student learning in numeracy and literacy.

Resource additional teacher aide time to provide one-on-one and/or small group support focused on meeting targets set in the Investing for Success agreement and the schools 2017 Annual Implementation Plan.

Better prepare and support teacher aides to consolidate student learning in numeracy and literacy (including oral language and metalinguistic programs).

#### **Our school will improve student outcomes by**

Provide support for responsive teaching based on analysis and discussion of curriculum-aligned through planning, modelling, observation and feedback processes, and timely access to data.

Purchasing computer licensing and providing professional development for the online reading and spelling programs (\$442 Reading Eggs) and Typing Tournament (\$299)

Our school Explicit Improvement Agenda focuses on improving student's problem solving ability in Numeracy and through evidence based research. Below are our aspirational goals and performance measures:

#### **Aspirational Goals:**

- Improvement in NAPLAN results from baseline data in selected items based around problem solving.
- Percentage of students achieving improvement/relative gain in selected items from assessment and NAPLAN
- NAPLAN students above NMS, and achieving around the MSS.
- Number facts data improvement. Students working out simple number facts at an age appropriate level.

#### **Performance Measures:**

- In consultation with Westwood State School teaching staff, develop a pedagogy around explicitly improving problem solving in relation to word questions in numeracy.
- Evidence based research conducted on a suitable method for problem solving.
- Develop a visual artefact for all rooms outlining how we teach and engage numeracy problems
- Construct visual artefacts around the metalanguage of numeracy in regards to multiplication, division, addition and subtraction.
- Implement Maths Mentals as part of regular maths block activities

# Our school at a glance

## School profile

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

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	14	13	13
Girls	8	9	8
Boys	6	4	5
Indigenous			
Enrolment continuity (Feb. – Nov.)	93%	72%	89%

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

#### Overview

Westwood State School is located 58 kilometres west of Rockhampton along the Capricorn Highway. The majority of students come from rural backgrounds living in properties around the area or from the township of Westwood where parents may work in the local regional centre of Rockhampton, primary production or in the mining industry. Our school currently has one multi-aged classroom. Our school 2016 ICSEA (Index of Community Socio-Educational Advantage) value (952) measures below the average scale score (1000) which is slightly higher than what has been in previous years.

Westwood has a highly effective Responsible Behaviour Plan and there have been no School Disciplinary Absences in the past eight years. The behaviour program focuses on celebrating positive behaviour and developing students social skills around the key 'Westwood Winning Values' which are caring, respect, responsibility, fairness, trustworthiness and citizenship. Students also participate in a social and emotional wellbeing program (You Can Do It!), focusing on resilience and productive relationships.

The following table shows the average class size information for each phase of schooling.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	15	17	13
Year 4 – Year 6			
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

- The Australian Curriculum is taught for English, Math, Science, Geography and History.
- Literacy and Numeracy blocks of learning each day.
- School reading program focusing on comprehension, accuracy, fluency and extended vocabulary strategies.
- School writing Program (Sheena Cameron) focusing on constructing interesting persuasive and narrative texts.
- Individual programs for students with learning difficulties including increased teacher aide time.
- Specialist teachers for Music and Physical Education for Prep to Year 6 and specialist teachers for LOTE for Year 5 and 6 students.
- Effective internal monitoring and mapping for each student.
- Information Communication Technologies integrated into all KLA areas

All of these programs focused on curriculum delivery are supported by the Westwood Way of teaching based on the structure outlined in an Explicit Instruction lessons,

### Co-curricular activities

- Students attend swimming lessons in Rockhampton each year. This occurred in term 4.
- Interschool Swimming Carnival hosted by Gracemere State School.
- Year 6 students attended with other upper school students from Stanwell.
- Small schools in the Highway Cluster meet annually for the highway athletics carnival with students meeting qualifying standards competing at a district level.
- Participation in the Community ANZAC Day service.
- Science Day at Gogango and Westwood State School with demonstrations from accredited Science teachers.
- Students participate in an annual cross country event at Gracemere State School with students given the opportunity to compete at the next level.
- Students in Prep to Year 2 participated in under 8's day activities.
- Students have been engaging in different sports which include golf, AFL and soccer facilitated by Football for Kids.

### How information and communication technologies are used to assist learning

Westwood State School uses a number of different ICTs to deliver effective learning outcomes. Students used ICTs for a range of learning purposes including targeted learning experiences, communication, research and publication. They developed their skills in using computers to learn within a whole-school developmental framework.

The school has a bank of iPads with each student allocated their own iPad consisting of specific applications to suit their learning needs. A bank of iPads dedicated to literacy and numeracy activities are available during literacy and numeracy blocks, in particular, students have been using Reading and math's programs on computers to improve their understanding of spelling, reading and phonics. Students and teachers also used Learning Place tools in order to access information and to gain teaching and learning ideas.

Our student to computer ratio at Westwood is very high. We have three interactive whiteboards that are used on a daily basis as well as an interactive TV connected to apple TV devices. Students are able to interact with the interactive TV using their iPads and demonstrate their work as well as their knowledge.

Programs like Study ladder, Typing Tournament and Reading Eggs Online are used in the early years and beyond and assist with the teaching of Math and English.

## Social climate

### Overview

Students have a strong sense of pride for their school as well as the wider community of Westwood. We advocate and model Westwood's vision of "Working together to give our best" throughout the school. Students develop positive learning attitudes through setting their own goals, fast and effective feedback from teachers and programs developed to meet the needs of student emotional and social growth. Students are also taught Westwood Winning Values based on Caring, Respect, Trustworthiness, Fairness, Citizenship and Responsibility. Students' behavior is tracked with students receiving behavior awards on a term by term basis based on the Westwood Winning Values.

Students are recognised by 'Student of the Week Awards' on Parade. Parents are encouraged to attend Parade to view their child receiving the award. Parents are also encouraged to share in their child's learning journey through parent information sessions, interviews, attendance in class for events and presentations at the completion of units of work.

Our school participated in many community based events aimed at promoting a positive school climate. We sustained open and positive communication channels between staff, students, parents and the community through newsletters, parades, staff meetings and parent information nights.

There is minimal bullying at Westwood State School. All bullying incidents are addressed and consequences are dealt with in a systematic way in accordance to Westwood SS Bullying Response Table. Bullies are placed on different steps with different consequences each time. This table is available from the administration on request. We also employ vigorous anti-bullying strategies and this forms part of our Responsible Behaviour Plan. Strategies include: Team building activities and Constant reminders about forms of bullying, our expectations and actions to be taken by students who may be bullied.

## 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)	DW	100%	100%
• this is a good school (S2035)	DW	100%	100%
• their child likes being at this school* (S2001)	DW	100%	67%
• their child feels safe at this school* (S2002)	DW	100%	83%
• their child's learning needs are being met at this school* (S2003)	DW	100%	100%
• their child is making good progress at this school* (S2004)	DW	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
• teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
• teachers at this school treat students fairly* (S2008)	DW	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
• this school works with them to support their child's learning* (S2010)	DW	100%	100%
• this school takes parents' opinions seriously* (S2011)	DW	100%	50%
• student behaviour is well managed at this school* (S2012)	DW	100%	100%
• this school looks for ways to improve* (S2013)	DW	100%	83%
• this school is well maintained* (S2014)	DW	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	DW	100%
• they like being at their school* (S2036)	75%	DW	100%
• they feel safe at their school* (S2037)	100%	DW	100%
• their teachers motivate them to learn* (S2038)	100%	DW	100%
• their teachers expect them to do their best* (S2039)	100%	DW	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	DW	100%
• teachers treat students fairly at their school* (S2041)	50%	DW	100%
• they can talk to their teachers about their concerns* (S2042)	50%	DW	100%
• their school takes students' opinions seriously* (S2043)	75%	DW	100%
• student behaviour is well managed at their school* (S2044)	50%	DW	100%
• their school looks for ways to improve* (S2045)	100%	DW	100%
• their school is well maintained* (S2046)	100%	DW	100%
• their school gives them opportunities to do interesting things* (S2047)	50%	DW	100%

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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	83%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	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

The parent and community members at Westwood are greatly valued and are encouraged to be actively involved with their child's education. Parents/caregivers are involved in reading groups, sports days, excursions and other extra-curricular activities with transport to events provided by parents/caregivers. Parents regularly volunteered for fundraising events and general celebrations around the school particularly in the organization of awards nights and break up days. Parents and community members were involved in formal structures as well including the P&C.

In line with our Explicit Improvement Agenda we have been education parents and carers on reading strategies and techniques they can use at home. Parents and carers have been regularly attending meetings putting into practice the strategies they have learnt. At Westwood State School we also run a community playgroup with a large number of active members attending playgroup session on a weekly basis. In line with the requirements of 'Early Start', young students from birth to the age of five are engaging in one on one conversational reading and learning games delivered through the Australian Abecedarian Approaches strategies and pedagogies.

Parent and carer involvement is also encouraged through regular parent-teacher interviews and written student reports are issued at the end of term two and four. Parents are kept informed of curriculum initiatives through a school newsletter. Parents and community members are invited to open days, school parades, sport days and other special events or performances to celebrate student successes and share events.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Using the Respectful Relationships program the school has implemented focus on personal safety and awareness, including preventing, identifying and responding to domestic and family violence and abuse, increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

The whole school approach to respectful relationships education that uses:

- the curriculum
- school practices (including the use of pastoral care programs of chaplaincy and Religious Instruction programs)
- the school community



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	0	0	0
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

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Westwood State School is educating students about sustainability and reducing its environmental footprint in a number of different ways. Westwood reduced its impact on the environment by implementing the following strategies:

- Development of vegetable patch. Food grown in the vegetable patch will be organically grown and eaten by students with students learning about 'nude food'.
- Planting native plants throughout the school to celebrate 'Tree Planting' day.
- Students designed and developed a sustainable citrus orchard that will produce fruit for the school and reduce packaging through lunch boxes.
- Continued work on the schools worm farm. Students placed organic scraps into the worm farm and use the waste created by the farm on the garden.
- Ensured staff and students are reminded to switch off lights and fans when leaving a room.
- Students engaged in Science lessons outlining the alternative energy sources as well as how to reduce their impact on the environment.
- Continue to recycle paper waste through the local recycling program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	14,291	12,753	13,698
Water (kL)			

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 <http://www.myschool.edu.au/>.

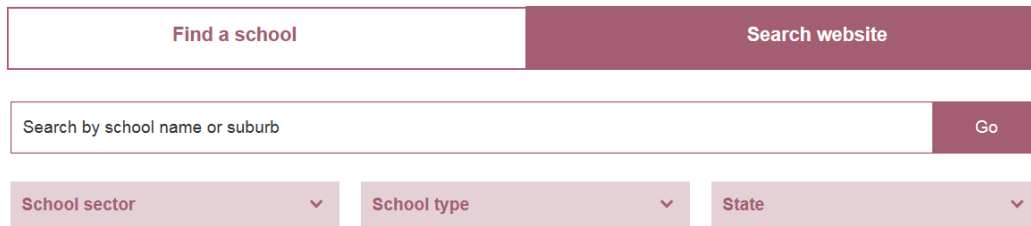
To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) 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.



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



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

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	5	0
Full-time equivalents	1	2	0

\*Teaching staff includes School Leaders.

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

## Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	1
Diploma	
Certificate	

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

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$.

The major professional development initiatives are as follows:

- Principal Conference Longreach
- Teacher Aide Step Into Prep
- First Aid – Annual updates regarding CPR, Asthma and Standard First Aid
- Budget, Facilities and OneSchool Training – Developing the capabilities of the school administration team

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%	98%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 72% of staff were retained by the school for the entire 2018.

## Performance of our students

The table below shows the attendance information for all students at this school:

## 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%	95%	87%
Attendance rate for Indigenous** students at this school			

\* 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	97%	95%	
Year 1	92%	94%	90%
Year 2	95%	95%	94%
Year 3	DW	93%	71%
Year 4		DW	86%
Year 5	93%		
Year 6	DW	96%	

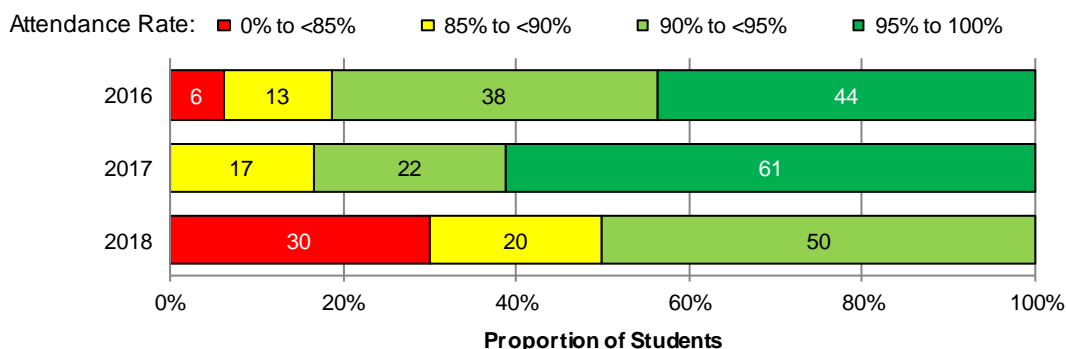
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.

Should a student be absent from school, parent/carers are required to contact the school by note or phone to state the child's name and the reason for the absence. School Rolls are marked twice daily at approximately 9am and 12pm using electronic role marking found on One school.

Attendance problems are best managed by early identification and intervention. The school targets maximum attendance by emphasising the academic benefit to students, in the newsletters for parent awareness. The school newsletter is utilised to inform parents of term starting dates as well as age requirements to attend Prep in respective years.

Posters showing data on the impact of students missing school and being late to school have also been placed around the school at key entrances and exits.

*Chapter 9 of the Education (General Provisions) Act 2006 is about Compulsory schooling. Part 1 Division 1 explains the parents' obligations.*

Section 176 "Obligation of each parent" of the legislation states:

(1) "Each parent of a child who is of compulsory school age must –

(a) ensure the child is enrolled at a State school or non-State school; and

(b) ensure the child attends the State school or non-State school, on every school day, for the educational program in which the child is enrolled; unless the parent has a reasonable excuse."

*If a child/ren are collected during the school day they are required to sign the early departure register in the office. This register is vitally important in the event of an emergency so the school is able to account for all.*

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, 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.

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 image shows a search interface with a search bar containing the text "Search by school name or suburb" and a "Go" button. Above the search bar are two buttons: "Find a school" and "Search website". Below the search bar 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 button labeled "View School Profile".

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

A horizontal navigation bar with several menu items: School profile, NAPLAN, Attendance, Finances, VET in schools, Senior secondary, and 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.