



Prenzlau State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Mrs Lisa Noonan (Principal)



# From the Principal

## School Overview

Prenzlau State School has been proudly educating the children of the Minden Range area since 1894. Our school has three multi-age classes for students in Prep to Year 6. Our school community is committed to ensuring that the school is a dynamic, future orientated, contemporary learning environment involved in productive partnerships with its wider community. We are committed to meeting the needs of all students and offering a quality education, with the basics in literacy and numeracy not forgotten. Our goal is to provide relevant and engaging learning opportunities through a distinctive 21 Century curriculum, quality teaching and a safe, supportive learning environment. High expectations, with a strong focus on intellectual challenge, curriculum relevance and individualised support for our students, underpin all that we do. Values education is fundamental to all aspects of school life, with a determination to develop student leadership, interpersonal skills and social responsibility. Our *Prenzlau Learner Profile (PLP)* focuses on daily development of 10 traits – balanced, communicators, principled, knowledgeable, risk-takers, thinkers, caring, reflective and inquirers. We are proudly a *Nature Play* school where our students experience the environment and all it has to offer through play and curriculum. We work in close partnership with parents to develop in students a responsible attitude towards, and ownership of, their own learning and behaviour. We believe these skills will enable our students to achieve their potential and will underpin future success. We live and breathe 'Pride in Prenzlau'...view our website to watch a contemporary video showcasing everything we believe in and you will see first-hand, why we are a great school.

## School progress towards its goals in 2018

The School Annual Report for 2018 provides parents, staff and the community with comprehensive information about our school. It outlines aspects of our school's progress as it relates to 2018. Data relating to enrolment figures, behaviour and curriculum offered at the school, NAPLAN tests, teachers and student attendance, as well as information on how to access the My School website for student achievement data is included in the report.

I hope that you will find reading about our school's progress and reviewing the results detailed in this Annual Report informative.

Improvement Agenda 2018	Progress
Explicit Teaching of Writing	We have seen a significant improvement in understanding of the process of writing and have worked extensively with the upper class with editing and peer feedback. All students have writing goals.
Spelling – a new approach	This year we began reviewing the Spelling Program and identified gaps in the teaching and learning of phonemic awareness. A more explicit teaching method in Phonograms was adopted with significant gain in a short period. Refinement of the teaching of Phonograms continues into 2019.
<p><b>Continued Focus on FORMATIVE assessment...</b></p> <p>Pre and post testing of content</p> <p>Short cycle data collection – review, plan, teach, assess</p>	Twice termly - Student Improvement Meetings (SIMs) have enabled teachers to drill down into knowing our learners in depth. Student goals are collaboratively created with students and short cycle data collection allows a constant inquiry cycle to inform student improvement – working well!

### Prenzlau Learner Profile

*At Prenzlau we strive to be...*



<p><b>inquirers</b></p>  <p>We ask questions.</p>	<p><b>knowledgeable</b></p>  <p>We know lots of things.</p>
<p><b>thinkers</b></p>  <p>We use our heads!</p>	<p><b>communicators</b></p>  <p>We share our ideas.</p>
<p><b>principled</b></p>  <p>We do the right thing.</p>	<p><b>open-minded</b></p>  <p>We respect others.</p>
<p><b>caring</b></p>  <p>We are kind.</p>	<p><b>reflective</b></p>  <p>We find ways to be better.</p>
<p><b>balanced</b></p>  <p>We look after ourselves and others.</p>	<p><b>risk-takers</b></p>  <p>We try new things.</p>

## Future Outlook

2018 provides our school with the continued opportunity to address our school's needs for the next 2 years through our 4yr School Plan. Our improvement agenda is based upon 3 core priorities in order to help our students achieve their potential each and every day at Prenzlau State School.

- Key Priority 1: Age Appropriate Pedagogies
- Key Priority 2: Futures Focussed
- Key Priority 3 – Productive Partnerships

***This will be achieved through 4 domains –***

School Curriculum	School and Community	Teaching Practice	Principal Leadership and School Capability
Start review our Whole School Pedagogical Framework	Continue to develop new community partnerships.	Embed whole school writing program through explicit teaching of writing	Continue building knowledge and confidence in planning, teaching and assessment of Australian Curriculum
Review Whole School Pedagogical Framework.			
Embed our Nature Play and outdoor learning focus across all curriculum areas.	Engage the community by bringing representatives into the school to give students 'real world' experience and examples	Ensure students own their learning – What can I do? Where to next? What do I need to do?	Use the APDP process to align teacher capability development with school priorities.
Forest School introduced for Term 4.	Engage parents in learning – offer workshops and information afternoons/evenings. Building of school YouTube channel for parent 'how to' videos.	Maintain and upgrade technologies to reflect ever-changing learning and teaching needs.	Plan and provide ongoing support/PD for all staff around nature play/outdoor learning through our Whole School Professional Development Plan.
Begin to embed practice and ensure strong foundations in our Phonograms Program continues to grow - explicit teaching of spelling and reading.	Ensure whole of community awareness and engagement with our new School Responsible Behaviour Plan.	Focus on the 'how' of teaching as well as the 'what' – strong, research-based practice in every classroom	Continuous improvement in NAPLAN results – extending and attaining higher percentage of student in Upper 2 Bands
Investigate an Inquiry Based approach to the teaching Humanities and Social Sciences.	Review our Learning and Well-Being Framework to further enhance productive partnerships within our school.	Facilitate professional conversations on a regular basis around pedagogical practice and student achievement.	Monitor and review all school programs - "How do we know what we are doing is working?"
Strengthen teaching of Math, English and Science to be year level specific - to suit school context.	Review whole school camp in 'non-Canberra' year to engage whole school population and parents.	Strengthen cluster connections for professional learning through moderation and PLNs.	Continue a focus on staff embedding age appropriate pedagogies in teaching and learning across all learning areas.



# 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	62	56	55
Girls	35	25	21
Boys	27	31	34
Indigenous	1	3	2
Enrolment continuity (Feb. – Nov.)	83%	93%	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

Prenzlau State School is enrolment managed and is drawn from a relatively small catchment area in and around Prenzlau. The Enrolment Managed Plan ensures that the growth of the school is managed so that facilities and resources are not over extended, and students have the opportunity to attend their closest state school. Prenzlau does have students that travel from within a 20km radius of the school, which is largely rural in nature. The student body is very stable at Prenzlau with only a small percentage of students either moving in or out of the school during the year.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	19	19
Year 4 – Year 6	20	18	18

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

- ✓ A focus on the development of essential literacy and numeracy skills within a multi-age setting
- ✓ 21st century, flexible and engaging learning spaces to promote a culture of learning to be creative, collaborative, connected and communicative
- ✓ Use of Information Communication Technologies to enhance the development of literacy and numeracy skills and engage students in becoming lifelong learners
- ✓ Instrumental Music is offered to students in years 4 through 6
- ✓ Students actively participate in BVSSSA sports events

## Co-curricular activities

- ✓ Gala Sports Days with local schools, opportunity to try out for Lockyer and Western Ranges Sporting Teams
- ✓ active involvement with the Brisbane Valley Small Schools Sporting Association
- ✓ Arts performances and Artist-in-Residence every 2 years
- ✓ Instrumental Music Camps and Workshops
- ✓ Anzac Day Ceremony for Students
- ✓ Student Leadership GRIP Conference
- ✓ Singing Tuition offered
- ✓ GLEE Club
- ✓ National Literacy and Numeracy Week, Book Week
- ✓ Premier's Reading Challenge, Reader's Cup
- ✓ Under 8s Day, Harmony Day,
- ✓ Various fundraising/celebration days
- ✓ Science Week
- ✓ Sporting Schools

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

At Prenzlau State School we recognize the importance of information and communication technologies and place a high priority on ensuring that they are integral to teaching and learning. All teachers have EQ individual laptops and all staff at Prenzlau State School use computers for planning, teaching and assessment on a daily basis.

Students at Prenzlau have access to 24 desktop computers, 10 iPads with lockable/charging stations and 12 laptops with a secure charging trolley. The school is fully networked with upgraded wireless connection and bandwidth. All 3 classrooms have multi touch LCD Interactive Panels as well as our library. We are continually looking for ways to engage our students in learning and to be equipped with the necessary digital citizenship required to be successful learners.

Currently our Grade 5 and 6 students use online learning to access Chinese through our partnership with Charters Towers School of Distance Education (CTSDE).

All students throughout the school have access to online subscribed programs including Moby Max, Mathseeds for literacy and numeracy, Soundwaves Online for spelling and our younger years access Mathseeds for numeracy. Students have internet access and use of Microsoft Office Suite and use of Education Queensland's Learning Place where students work in virtual learning spaces to collaborate and communicate. The provision of IT hardware has greatly enhanced teaching and learning opportunities and will continue to be a priority

## Social climate

### Overview

Prenzlau State School is a small rural school surrounded by farming lands and acreage. We have a very strong sense of community at Prenzlau with a very dedicated and hard-working P&C.

We believe that all students have the right to learn and feel safe and happy in a caring, supportive and socially just environment. Our focus is on building a school environment in which students feel safe, respected and responsible. All students are expected to take ownership of their behaviour through reflection of our Responsible Behaviour Plan. Staff focus on rewarding positive behaviour and provide explicit instructions and modelling social skills, good manners, tolerance and good citizenship. Disruptive behaviour that interrupts learning, bullying or any other unsafe behaviour is not tolerated in our school.

Prenzlau State School has an inclusive environment where we pride ourselves on catering for all. Students at-risk are supported by our experienced teacher aides, visiting Support Teacher Inclusion, Guidance Officer and Speech Language Pathologist if/when required and students requiring extension in their learning are given enrichment opportunities.

Our school community values people, facilitates learning and continually questions and evaluates our organisational and pedagogical practices. There are open lines of communication and staff are working towards the same vision. We measure our progress by external and internal benchmarks and our staff are committed to acknowledging and celebrating achievement.

## 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)	100%	100%	90%
• this is a good school (S2035)	100%	100%	90%
• their child likes being at this school* (S2001)	100%	100%	90%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child feels safe at this school* (S2002)	100%	100%	90%
• their child's learning needs are being met at this school* (S2003)	100%	100%	90%
• their child is making good progress at this school* (S2004)	89%	100%	90%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	89%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	90%
• teachers at this school treat students fairly* (S2008)	89%	83%	70%
• they can talk to their child's teachers about their concerns* (S2009)	89%	75%	80%
• this school works with them to support their child's learning* (S2010)	89%	83%	90%
• this school takes parents' opinions seriously* (S2011)	100%	83%	80%
• student behaviour is well managed at this school* (S2012)	89%	100%	90%
• this school looks for ways to improve* (S2013)	100%	92%	100%
• this school is well maintained* (S2014)	100%	100%	89%

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

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%	89%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	80%
• 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%	89%	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)	100%	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

Prenzlau State School encourages and values parent and carers involvement. We believe that education is a partnership between home and school as family support assists us to provide the very best education possible for our children, in a safe, happy and supported environment.

- ✓ We view our Reading and Spelling Programs as a partnership between the school and home to strengthen and develop each child's reading and spelling skills.
- ✓ Parents are invited to attend parent-teacher conferences and in the older grades, student-led conferences twice a year to discuss their child's progress.
- ✓ Many parents support and assist with interschool sport, transporting students to extra- curricular activities, as well as helping with special days such as Under 8s and Athletics Day.
- ✓ Report cards are sent home at the end of each semester
- ✓ Information evenings and teaching and learning workshops are offered to further assist parents understanding the curriculum and working in partnership
- ✓ Prep Open Day – At the end of term 3 we hold an open day/morning for prospective students and families to come and familiarize themselves with the learning environment and have a taste of 'preppy life' which leads into our Prep Transition Program in Term 4
- ✓ Academic achievements are celebrated through our 'Prenzlau Celebrates' and/or Showcase presentation each semester. Students are recognized for their hard work and dedication to learning and can achieve a variety of awards.
- ✓ Decisions regarding school policies, finance, procedures and curriculum are discussed openly and decided upon collaboratively at P&C Meetings. The P&C work tirelessly fundraising with events to deliver financial support for the purchase of resources in the classrooms and school surrounds.
- ✓ Parent surveys are often sent out to ensure parents and carers have opportunities for feedback and suggestions.

At Prenzlau SS we have a whole school approach to curriculum provision, using a continuum of support and catering for the learning needs of all students. This includes those in need of learning support or behaviour support; those who have educational support needs arising from disability; those who are gifted and talented; and those learning English as an additional language or dialect (EAL/D), or a combination of these. Cultural and linguistic background and socio-economic status contribute to the diversity and complexity of student learning needs. Our whole school approach to supporting diverse learners directs support to different levels of student need. Three layers provide a continuum of support with increasingly focused and personalised teaching and intervention at each successive layer — including increasing levels of adjustments, monitoring of student learning and behaviour, and involvement of support staff. We identify the appropriate layer of support through analysis of student data and ongoing monitoring of student progress.

## Respectful relationships education programs

A good education is about more than simply getting good marks. It is about becoming a member of society and succeeding in life – knowing how to build respectful relationships is key to achieving this. Our school implements our Learning and Well-Being framework in conjunction with our Respectful Relationships age-specific programs and Program ACHIEVE: social and emotional well-being in children. Our early years programs develop our students' capacity to understand and self-regulate their emotions in ways that account for their feelings and the feelings of others. They also develop skills to initiate social interactions. Years 3 to 6 broadens focus to include the knowledge, understanding and skills required to support students' wellbeing and that of their family and friends. Students have opportunities to develop communication skills, social skills and behaviours required for respectful relationships. They also begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. Our *Prenzlau Learner Profile (PLP)* focuses on appropriate, respectful, equitable and healthy 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	1	3	6
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

During 2018, students and staff were encouraged to continue to be environmentally conscious. Staff and Students ensure that lights, air conditioners and computers were turned off when not in use. The staff and students ensure that leaking taps are quickly attended to evidence of our reduced water usage. Being surrounded by beautiful paddocks with grazing stock we are all conscious of attending to rubbish in our environment.

As an accredited Forest School and Nature Play Education Provider we ensure a qualified arborist attends every 12 months to check and attend to tree health and a fauna and flora specialist visited our school and provided a detailed report on recommendations for the future sustainability of our environment.

Although an increase in power use can be seen in the last few years this is due to an increase in computers, LCD panels, iPads purchased and regular use of online programs, as well as heating/cooling to ensure well-being of staff and students in their learning environments.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	32,415	6,272	17,285
Water (kL)		189	104

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.

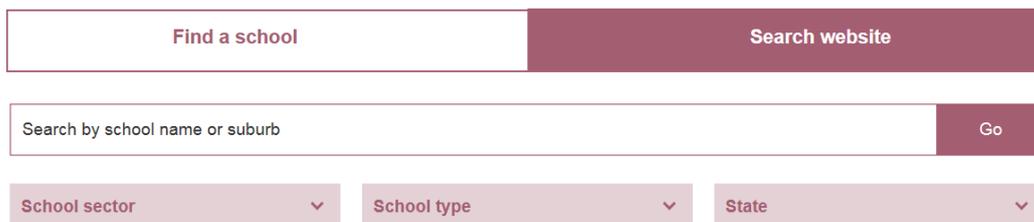
## School funding

### 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	4	7	0
Full-time equivalents	4	3	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	
Graduate Diploma etc.*	
Bachelor degree	4
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 \$12 467.01

- Writing
- Spelling – explicit teaching

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.	99%	99%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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%	95%	95%
Attendance rate for Indigenous** students at this school	85%	95%	87%

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

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

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

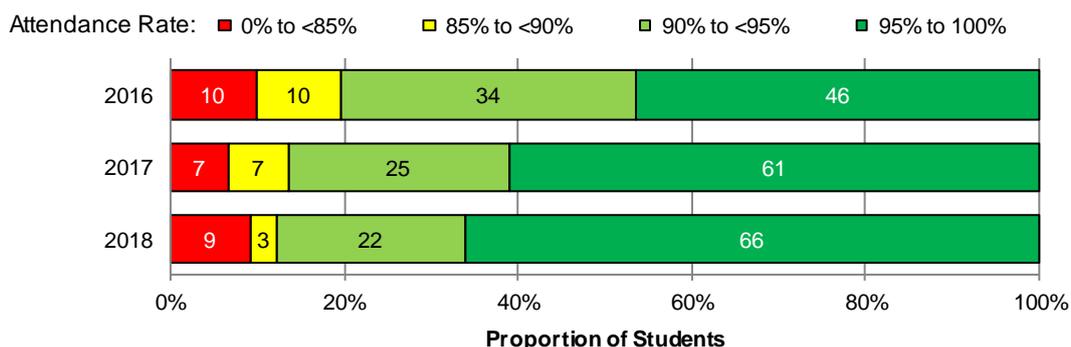
Year level	2016	2017	2018
Prep	93%	97%	94%
Year 1	94%	95%	95%
Year 2	92%	96%	96%
Year 3	96%	89%	95%
Year 4	93%	98%	97%
Year 5	92%	96%	97%
Year 6	95%	97%	93%

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

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.

Our school monitors the attendance of all students in compliance with the guidelines set down in SMS-PR-017 Enforcement of Compulsory Schooling and Compulsory Participation Provisions.

**Roll Marking:** Rolls are marked electronically via One School. The procedure for marking rolls in our school is that all teachers will mark the roll at 9.00am and 1.30pm on all school days.

**Parent Responsibility:** Parents are expected to contact the school via note, phone, *SchoolStream* App or email if their child is absent.

**School Responsibility:** If there are unexplained absences on any given day an SMS is sent to the parent requesting reason and expected duration of absence. If there is a pattern of absenteeism for any student which includes three (3) consecutive days unexplained, a phone call, face to face conversation and/or letter requesting an explanation for a student's absence is warranted. Continued absences from school will result in the administration team sending written correspondence (TCS2) and the appropriate authorities contacted. If attendance is still not satisfactory 1 week later, administrators will send further correspondence under s178(2) and take reasonable steps to meet with the parents to ensure student attendance is addressed and supported. If a student is going to be absent for a period of ten consecutive days within the school term, permission needs to be sought from Principal through an application to grant exemption from compulsory schooling.

## 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.