

BROOKFIELD

State School

Independent Public School

Belong – Strive – Succeed

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Brookfield State School is focused on the learning and wellbeing of every student, seeking to enable every child to reach their full potential by, first of all, knowing what they can do and then using highly effective practices to further build their knowledge and skills.

Located in a semi-rural setting in the western suburbs of Brisbane, we are fortunate to be only 16km from the Brisbane CBD while enjoying the natural environment and space of our 13 acre school grounds and the surrounding area, including the Brookfield Tennis Centre, Early Education Centre, Showgrounds, General Store and Pony Club.

Our purpose is to provide an outstanding education and school life for our students, an outstanding service to our parents and families, and an outstanding workplace for our staff. We:

- provide a strong start in the early years especially for literacy, numeracy, learning and school behaviours
- deliver the curriculum effectively
- advance classroom practice with evidence-based teaching practices
- provide a continuum of support for student learning beginning in the classroom
- develop our students' 21st Century skills - literacy, numeracy, personal and social skills, collaboration and teamwork, creative and critical thinking, ICT skills
- provide a fulfilling school life for our students
- ensure quality, consistency and collaboration in our teaching

We hold high expectations for teaching and learning and provide outstanding opportunities for students to be involved in extra-curricular activities. To prepare our students for the world in which they will live and work, we teach them to be highly literate and numerate; kind, resilient and adaptable; and collaborative, creative and environmentally responsible.

We recognise that teamwork, active partnerships with our parents and wider community and the capability development of our staff are critical to advancing our students' learning.

Established in 1871, Brookfield State School has served an area that has seen growth from a timber, gold mining, farming and small-crop production district, to a thriving semi-rural and suburban residential area. The annual Brookfield Show and local events throughout the year maintain a strong local community.

School progress towards its goals in 2018

Brookfield State School maintained its commitment to improving reading, writing and numeracy outcomes for every student. The 2018 Annual Implementation Plan outlined the priority actions in each area with associated targets and timeframes.

Curriculum implementation was a priority focus for 2018, with a two day per week Curriculum Coordinator introduced to ensure the implementation of whole school and year level curriculum plans and support teachers to develop their implementation of the Australian Curriculum. Teachers met in year level teams with the Curriculum Coordinator one day per term to prepare for the following term's curriculum implementation.

100% of students across Prep to Year 6 had visible reading, writing and numeracy goals that were reviewed regularly with feedback provided by teachers and peers. The goals and the nature of the feedback was directly linked to curriculum programs and improved learning. The learning intention and success criteria of lessons was shared before each lesson as part of our embedded explicit teaching approach.

The school's assessment schedule ensured a range of standardised and school-based assessments were conducted to monitor progress and inform further differentiated teaching and learning opportunities. Moderation occurred within the school and with local schools to ensure consistency in teacher judgments of assessment.

The STEM mentor continued to support teachers in the implementation of the Australian Curriculum: Digital Technologies, and a range of coding and robotics clubs were offered throughout the year.

The Investing for Success funding enabled year level teams to meet with school leaders two to three times per term to work through the Cycle of Inquiry to analyse student learning data, implement consistent support practices and reflect on teaching pedagogies to improve student learning. Significant funding was used to engage additional teachers and teacher aides to support students in the early years with learning difficulties.

Future outlook

In response to a range of student achievement data and the School Review, our priority focus areas for 2019 are:

- Positive behaviour for learning
 - Increase parent and student agreement that *Student behaviour is well managed at this school* from 88% to 90%
 - Achieve 80% implementation of Positive Behaviour for Learning (PBL) Framework
- Building a strong foundation of literacy and numeracy in the early years (Prep to Year 3)
 - 98% of students achieving core literacy and numeracy knowledge and skills – year level expectations
 - 75% of students achieving high literacy and numeracy knowledge and skills – high expectations
 - Increase the NAPLAN Mean Scale Score Percentile to
 - Maintain 98% of students at or above NMS
 - Longer term - Increase *Year 3-5 NAPLAN Effect Size Gain (Relative to the Nation)* to be greater than the Nation in all areas, i.e. make more progress than the nation
- Curriculum implementation
 - Three levels of planning - unit, year level and whole school
 - Collaborative curriculum planning and implementation
 - Deep understanding of curriculum and assessment requirements, aiming at an A standard
 - Adjusted teaching-learning sequences to best support student learning
 - Literacy and numeracy taught across learning areas
- Differentiation and critical and creative thinking in the upper years (Years 3-6)
 - Increase the percentage of students achieving As and Bs to 75% in English, maths and science
 - Increase the NAPLAN Mean Scale Score Percentile to 75-
 - Increase the percentage of students in the NAPLAN U2B to 70% (Year 5 Writing to 45%)
 - Longer term - Increase the *Year 3-5 NAPLAN Effect Size Gain* to be greater than the Nation i.e. make greater progress than the nation
- STEM (Science, Technology, Engineering and Maths) with a STEM Mentor employed one day per week using the Department of Education's Advancing STEM funding to progress this initiative by:
 - Establishing and supporting teachers' use of a STEM Space in E Block
 - Building teacher capabilities and supporting the implementation of the STEM-related curriculum
 - Supporting special events
 - Exploring and accessing partnership opportunities

We are reviewing our high expectations to ensure they are clear, consistent, taught and practiced, monitored and addressed, and recognised and rewarded. We are ensuring highly effective practices are used and that student learning is built from surface learning to deep learning to transfer learning. Our staff capabilities are being built through high quality professional development, collaboration and coaching.

Cate Whiting
Principal

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	511	505	503
Girls	254	246	251
Boys	257	259	252
Indigenous	3	3	2
Enrolment continuity (Feb. – Nov.)	97%	97%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

Characteristics of the student body

Overview

The Brookfield State School community draws on enrolments from the western suburbs of Brisbane including Brookfield, Upper Brookfield, Kenmore Hills, Kenmore, Chapel Hill, Pinjarra Hills, Pullenvale, Bellbowrie, Moggill and Anstead. Families live in a mix of acreage and residential properties and tend to enjoy an active, outdoor lifestyle with many children involved in a range of extra-curricular activities.

Our students tend to come from families who value education and provide rich experiences and engagement with their children outside of school. Parents are keen to see their children flourish at school and are active in supporting their children's learning, engagement and wellbeing.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	22	25
Year 4 – Year 6	25	26	25

Curriculum delivery

Our approach to curriculum delivery

The Australian Curriculum is used to plan, teach, assess and report on student learning through the Department of Education Curriculum to the Classroom (C2C) units and resources. Whole school, year level and unit plans are developed to ensure consistency of delivery across the school and year levels. In 2018, the following learning areas were taught using the Australian Curriculum:

- English
- Maths
- Science
- Humanities and Social Sciences (HASS)
- Technologies – Design and Digital
- Physical Education (PE)
- Languages

The Queensland Curriculum was used to teach The Arts.

Teachers engage in collaborative curriculum planning with the Curriculum Coordinator at the end of every term to prepare for the coming term. They also regularly meet and communicate to share, moderate, review and adjust their delivery of the curriculum and completion of assessment and reporting.

The following practices, resources and events support teaching and learning:

- Explicit instruction
- Warm ups – rehearsal and practice
- Student learning data collection, analysis and response
- Jolly Phonics
- Magic Words sight words
- Words Their Way
- PM and Probe Benchmarking
- Sheena Cameron's *Reading Comprehension Strategies*
- Cameron & Dempsey's *The Writing Book*
- *Seven Steps to Writing Success*
- Guided reading
- Capon to develop Prep students' gross motor skills
- Whole school subscriptions to Mathletics, Literacy Planet and Reading Eggs
- Interhouse and Interschool Readers Cup
- Ipswich and Western Brisbane Maths Teams Challenge
- OptiMinds – 2018 Regional Winners
- ICAS Assessments for Year 2-6 students in English, Mathematics, Science, Writing, Spelling and Digital Technologies
- Pullenvale Environmental Education Centre's experiential learning programs
- Debating

Co-curricular activities, awards and achievements

Co-curricular experiences are provided by staff, parents and external organisations to enhance students' learning and school life, including:

- Excursions and incursions
- School Camps for Year 4, 5 and 6 students
- STEM (Science, Technology, Engineering and Maths) opportunities
 - Coding Club
 - Junior Engineers
 - Junior Robotics Club
 - Kids STEM Convention – won three of the five award categories in 2018
 - Science Club
 - Senior STEM Club
 - Senior STEM Club
 - Year 5/6 STEAM rotations (Science, Technology, Engineering, the Arts and Mathematics)

- An outstanding classroom and extra-curricular music program
 - Junior Choir – Silver – Creative Generation Voices 2017 – Choral Division
 - Intermediate Choir – Gold - Creative Generation Voices 2017 – Choral Division
 - Senior Choir – Silver – Creative Generation Voices 2017 – Choral Division
 - Marimba groups – Blue, Green and yellow
 - Instrumental Music – strings, percussion, woodwind and brass
 - Senior Concert Band – Silver – 2018 Fanfare State Schools Festival of Bands and Orchestras
 - Senior Strings – Bronze – 2018 Fanfare State Schools Festival of Bands and Orchestras
 - Musica Viva in Schools live music performance and education
- An outstanding classroom and extra-curricular physical education program
 - A major interhouse sporting event held each term
 - Year 5-6 interschool sport competition twice per year
 - Running Group for general fitness and preparation for cross-country and athletics
 - Queensland All Schools Primary Cross Country Boys, Girls and Overall Champions for the last five years
 - Tennis lessons conducted by the Brookfield Tennis Centre
 - Finalist - Most Outstanding School for Tennis, Tennis QLD awards in 2017
 - Queensland State Red Ball Champions for the last six years
 - Queensland State Green Ball Runners Up
 - Soccer Club
 - Jujitsu and Taekwondo
 - Sporting Schools grants
- Dance
- Chess Club

In 2018, a number of students were selected for representative opportunities:

- 2018 WestCent Music Camp Intermediate Program – eleven students
- 2018 WestCent Music Camp Honours Program – three students
- State Honours Ensemble Program – three students
- District Cross Country – eleven students
- Regional Cross Country – eight students
- State Cross Country – two students
- Regional Football – one student
- District Hockey – three students
- District Netball – one student
- District Rugby League – two students
- District Rugby Union – one student
- District Swimming – one student
- Regional Table Tennis – four students
- District Tennis – four students
- Regional Tennis – two students
- Regional Red Ball Tennis Team – 10 students – won Brisbane International Schools Competition
- Regional Green Ball Tennis Team – four students – runner up Brisbane International Schools Competition
- District Track and Field – thirteen students
- Regional Track and Field – ten students
- State Track and Field – one student

How information and communication technologies are used to assist learning

Computers and devices are used to support and enhance classroom teaching and learning. A permanent laptop lab in the Resource Centre enables half-class lessons. Banks of iPads and laptops are available to classes and Year 3 to 6 students are invited to “Bring Your Own Device” (BYOD) with Windows devices for Year 3 and 4 students and iPads for Year 5 and 6 students. The purpose of the BYOD program is to support student learning and equip students with the skills to effectively use devices for learning and work.

The Teacher Librarian works closely with classroom teachers to develop students’ ICT capabilities and a STEM Mentor supports class teachers to implement the Australian Curriculum: Technologies and organises STEM related extra-curricular activities such as coding and robotics clubs.

The school has full wireless connectivity and all classrooms are fitted with interactive whiteboards.

Social climate

Overview

Brookfield State School enjoys a very supportive, cooperative school community. Staff members provide an excellent service to parents, carers and students, and parents and carers provide excellent support to their children and our staff. Parents and teachers work together to support student learning and school life.

Our responsibility at Brookfield State School is to provide a safe, supportive, disciplined school environment in which students are able to learn and develop. We recognise that students are still learning to interact with others and also learning their role as students.

The research-based Positive Behaviour for Learning (PBL) framework is used to promote appropriate behaviour and address instances of inappropriate behaviour. Our Behaviour Response Procedure consists of proactive, positive actions and a process for increasing intervention for inappropriate behaviour including warnings, time out, office referral, parent contact and Reflection Room.

Our student are taught to be respectful, responsible and safe. These qualities are reinforced verbally through recognition and encouragement and through awards on assembly, in-class systems and tokens. The 'Bounce Back' program is implemented throughout the school to develop social and emotional wellbeing skills and practical resilience strategies for dealing with anxiety and stress.

Students are taught the "High Five" for dealing with people bothering them and to report physical behaviour to a staff member straight away. Physical misconduct results in immediate time out and more serious consequences depending on the severity.

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)	90%	95%	98%
• this is a good school (S2035)	89%	95%	100%
• their child likes being at this school* (S2001)	93%	95%	97%
• their child feels safe at this school* (S2002)	91%	94%	98%
• their child's learning needs are being met at this school* (S2003)	85%	90%	94%
• their child is making good progress at this school* (S2004)	86%	92%	95%
• teachers at this school expect their child to do his or her best* (S2005)	95%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	90%	93%
• teachers at this school motivate their child to learn* (S2007)	83%	92%	97%
• teachers at this school treat students fairly* (S2008)	84%	93%	95%
• they can talk to their child's teachers about their concerns* (S2009)	91%	95%	98%
• this school works with them to support their child's learning* (S2010)	83%	93%	94%
• this school takes parents' opinions seriously* (S2011)	78%	88%	92%
• student behaviour is well managed at this school* (S2012)	83%	86%	88%
• this school looks for ways to improve* (S2013)	89%	97%	97%
• this school is well maintained* (S2014)	96%	98%	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)	99%	96%	96%
• they like being at their school* (S2036)	97%	97%	94%
• they feel safe at their school* (S2037)	97%	97%	95%
• their teachers motivate them to learn* (S2038)	97%	94%	96%
• their teachers expect them to do their best* (S2039)	98%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	96%
• teachers treat students fairly at their school* (S2041)	91%	87%	83%
• they can talk to their teachers about their concerns* (S2042)	91%	84%	86%
• their school takes students' opinions seriously* (S2043)	95%	88%	88%
• student behaviour is well managed at their school* (S2044)	95%	88%	86%
• their school looks for ways to improve* (S2045)	99%	97%	95%
• their school is well maintained* (S2046)	97%	95%	98%
• their school gives them opportunities to do interesting things* (S2047)	97%	92%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	95%	97%
• they feel that their school is a safe place in which to work (S2070)	98%	95%	97%
• they receive useful feedback about their work at their school (S2071)	96%	92%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	89%	92%
• students are encouraged to do their best at their school (S2072)	98%	95%	97%
• students are treated fairly at their school (S2073)	98%	92%	97%
• student behaviour is well managed at their school (S2074)	88%	95%	97%
• staff are well supported at their school (S2075)	98%	92%	95%
• their school takes staff opinions seriously (S2076)	96%	94%	89%
• their school looks for ways to improve (S2077)	98%	97%	97%
• their school is well maintained (S2078)	98%	97%	97%
• their school gives them opportunities to do interesting things (S2079)	98%	94%	92%

* 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

Brookfield State School recognises the need for genuine partnerships between home and school. Parents and carers are encouraged to be active participants in their children's educations and to form important relationships with staff for the duration of their children's educations. Many parents volunteer in a range of activities throughout the school including extra-curricular activities, reading groups, home reading organisation, tuckshop and P&C activities. Parents and carers are often present at and involved in school activities.

The school website, newsletter and Facebook page are key tools for informing and involving parents, carers and the school community in their children's educations and school life. Formal parent-teacher meetings are held twice per year and information sessions are held at the beginning of each year to familiarise families with teachers, classes and processes.

We are fortunate to have parents engaged in a wide range of work including executive, professional, management, research, technical, trades, business, sales and home duties. We hope to further draw on the expertise of our parents to support whole class and year level teaching and learning of particular topics and skills.

Our P&C Association is very active within our school community, meeting on the second Tuesday of each month and running our Tuckshop, Uniform Shop and a range of fundraisers and school community activities. Their Cake Stall at the Brookfield Show is very popular every year and they host a well-supported Burger Bar at the Brookfield Showgrounds once per term. The P&C Association funds our purchase of Reading Eggs, Literacy Planet and Athletics licences, purchases and maintains the air conditioning throughout the school and provides supplementary funds to enhance school facilities and programs.

The Brookfield Show is a highlight every year with students displaying artwork, entering competitions and visiting as a class on the Friday and with their families on the weekend.

Respectful relationships education programs

Our school has developed and implemented the following programs and principles that focus on appropriate, respectful, equitable and healthy relationships:

- Our three qualities – be respectful, responsible and safe – and lessons that support these
- The High Five – steps to follow when somebody is bothering you
- Reporting physical harm or threats of physical harm immediately
- Immediate time out for any physical harm and further consequences depending on the severity
- Positive Behaviour for Learning which articulates clear expectations, processes and practices for responding to and rewarding student behaviour
- The implementation of the "Bounce Back" program to focus on appropriate, respectful and healthy relationships throughout the school.

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	5	0	4
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

Brookfield State School's Environmental Management Plan (SEMP) outlines our commitment to recycling, saving energy, water conservation and acting responsibly. We harvest water from many roof catchments for use in toilets and for watering gardens. The school has a small Solar PV installation.

Environmental Captains support reduce, reuse, recycle environmentally friendly habits. Students actively participate in a range of activities to reduce our school's environmental footprint. Our association with the Pullenvale Environmental Centre also encourages students to become environmentally aware citizens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	154,056	152,020	142,371
Water (kL)	1,623	1,257	1,638

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.

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	41	19	0
Full-time equivalents	32	13	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.*	11
Bachelor degree	30
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 \$51 800.

The major professional development initiatives are as follows:

- Pedagogical reflections - formal observation and feedback
- Australian Curriculum implementation
- Formative assessment
- Jolly Phonics and Phonemic Awareness
- Anita Archers' explicit instruction and student engagement
- Supporting students with complex needs
- Behaviour management
- Classroom profiling
- Leadership, management and administration
- Staff health and wellbeing
- First Aid

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.	94%	95%	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	94%	95%	95%
Attendance rate for Indigenous** students at this school	96%	97%	98%

* 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

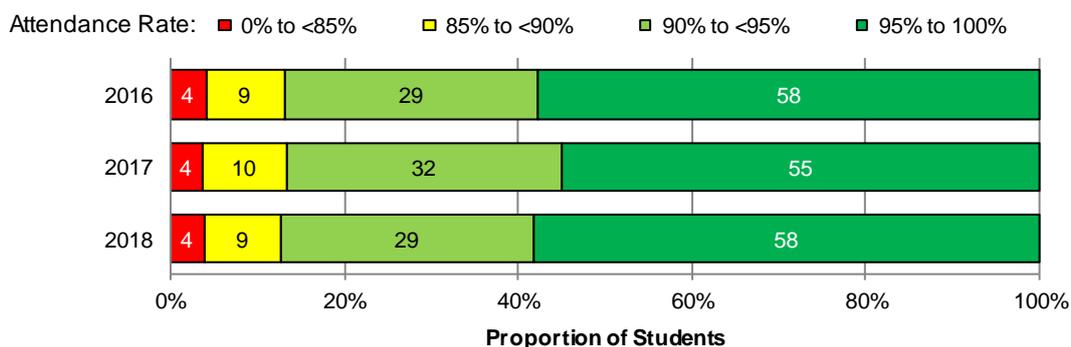
Year level	2016	2017	2018
Prep	93%	94%	94%
Year 1	95%	95%	94%
Year 2	94%	95%	94%
Year 3	95%	94%	95%
Year 4	95%	95%	95%
Year 5	94%	95%	95%
Year 6	95%	95%	95%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Class Rolls are marked twice daily. The first marking is at the official commencement of the school day at 8:55am and the second marking at 1:45pm, following second break. Unexplained absences are followed up with a SMS from a member of the administration team to enquire on the welfare of the absent student.

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.

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

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

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.