



Belmont State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Belmont State School provides quality education for boys and girls in the primary school years (from Prep to Year 6). Our school was first opened in 1876, and in 2013 was selected as one of the first schools in Queensland to become an Independent Public School. This has allowed our school to explore initiatives and innovations that will further improve outcomes for our students. Belmont State School has a proud history and tradition, but also has a "future" focus with students and their learning at the centre.

Belmont State School strives to ensure all students are provided with the opportunity to learn, succeed, achieve and improve. Academic success and achievement are coupled with a wide range of arts, cultural and sporting opportunities. Learning activities are purposeful, cumulative, challenging and fun. Enthusiastic students, a professional staff and a school community strongly supportive of student achievement embrace these experiences and programs.

At Belmont State School, balance, context and purpose are given to learning. The focus is on the "whole child", with opportunities provided for, nurtured and valued across "pillars" of education: Academic; Arts; Community; Cultural; Sporting and Wellbeing. Students are encouraged and challenged to take calculated risks in their learning, set personal goals and learn from mistakes. Excellence, success and achievement is acknowledged and celebrated at all levels.

Belmont State School ensures effective partnerships are built and maintained both within and beyond the school community. These partnerships encompass a range of leadership opportunities: for staff, for students and for parents. Students, staff and community actively participate in global learning and citizenship activities. Parents and carers are highly valued partners in the learning process and the school embraces a culture of reflection, conversation and feedback, where all opinions are valued and considered.

With high expectations, our aim at Belmont State School is clear and simple – to provide the best quality education and to ensure that every student is given every opportunity to be and do the best they can – during their time at Belmont State School and beyond. As a learning community, we all continue to "Strive to Excel".

School progress towards its goals in 2018

In 2018, Belmont State School continued the third year implementing school's **2020 Vision** (four year strategic plan) through the following structures and organisation:

- **Our motto:** Strive to Excel
- **Our areas for focus:** Pedagogy and Wellbeing (exploring Thinking)
- **Our Improvement Agenda:** Reading (exploring Writing)

Progress in 2018 aligned with our ongoing focus to ensure the development of the "whole child" and the provision of opportunities across the "pillars" of education: Academic; Arts; Community; Cultural; Sporting and Wellbeing. Highlights and achievements for 2018 included:

- A continued focus on a whole school approach to Reading, including the consolidation of "Fountas and Pinnell" across the school from Prep to Year 6 (including significant staff support and learning), and the continued provision of our Prep to Year 3 "STaR (Students Thinking and Responding in) Reading" intervention and support program.
- A continuing investment in devices, including iPads and laptops, to promote and support "anywhere, anytime" learning – as well as the replacement of all "end of life" Interactive White Boards (IWBs) with Interactive Projectors (with thanks to support from our P&C and community).
- Continued strong *Positive Behaviour for Learning* (PBL) focus, to promote a safe and supportive learning environment, including the trial of positive reward wristbands and as additional reinforcement for positive behaviour.
- Continued provision of a range and variety of intra-school and interschool sport options and opportunities for students – through partnerships with local clubs and organisations and active participation in Mount Gravatt District Sport competitions both semesters.
- Continued high levels of performance from our music groups through Prom Concerts each term and high levels of achievement, including gold awards at Fanfare for both our Senior Choir and Vivaldi Strings Ensemble.

- Third ARTrageous exposition held, building on the successes of the previous events in 2016 and 2017, to celebrate and promote all students efforts and learning in the Arts.
- The introduction of a cooperative teaching model for the delivery of the “Digital Technology” Curriculum, ahead of full implementation by the end of 2020.
- The trial of a Social and Emotional Learning (SEL) program – *Second Step* – in nine classrooms across the school.
- Continuation of Japanese lessons for all students from Prep to Year 6.
- High levels of achievement in NAPLAN, particularly from our Year 3 and Year 5 students in our focus improvement area of “Reading”, but also in other language convention areas such as “Grammar and Punctuation” – sustaining our improvements from 2017:

NAPLAN Mean Scale Score (MSS):

Strand	Year 3 Mean Scale Scores (MSS)					Year 5 Mean Scale Scores (MSS)				
	Belmont 2018	State 2018	Nation 2018	Belmont 2017	Belmont 2016	Belmont 2018	State 2018	Nation 2018	Belmont 2017	Belmont 2016
Reading	494	429	433	487	435	541	506	509	536	511
Writing	413	404	407	428	435	464	454	464	501	488
Spelling	436	411	417	439	430	505	497	502	530	509
Grammar & Punctuation	506	429	431	484	460	521	501	503	535	516
Numeracy	431	398	407	438	417	509	487	494	518	506

NAPLAN Upper 2 Bands (U2B) %:

Strand	Year 3 Upper Two Bands % (U2B)					Year 5 Upper Two Bands % (U2B)				
	Belmont 2018	State 2018	Nation 2018	Belmont 2017	Belmont 2016	Belmont 2018	State 2018	Nation 2018	Belmont 2017	Belmont 2016
Reading	75.7	52.7	53.1	77.6	53.3	50.4	37.5	38.5	49.1	44.3
Writing	45.1	40.5	42.0	57.7	67.2	11.3	11.3	13.8	29.9	23.6
Spelling	56.4	46.1	46.6	65.4	52.5	33.6	30.4	34.6	48.1	36.1
Grammar & Punctuation	75.2	48.0	53.7	78.8	61.5	45.8	34.9	35.9	48.1	40.7
Numeracy	55.8	37.9	39.4	56.8	45.1	34.6	26.9	27.7	44.3	39.0

Belmont State School staff continued to work throughout 2018 to build sustained improvement in the learning of all students. We continued to utilise a *Professional Learning Communities* model to collaboratively collect, analyse and respond to data to maximise student improvement. Our school sought to further develop teacher knowledge and the consistency in delivery of school priorities through the ongoing refinement and implementation of our *Pedagogical Framework*.

As an Independent Public School, our School Council continued to provide governance and local decision-making. Our P&C Association continued to provide the building of “community” in and across our school, along with giving strong support for school programs and initiatives.

Future outlook

Belmont State School's **2020 Vision** has a clear and intended focus on learners and their futures. Our vision is simple, but compelling: **Inspired. Innovative. Informed.** Our three priorities for school improvement over the four years of our strategic planning cycle (2015 to 2019) also utilise the "I" theme, seen to be both student centred and futures focused:

- I Am Critical and Creative
- I Am Me
- I Am Connected



Belmont State School will continue to build on successes and learn from challenges with a precise and aligned plan for 2019, grounded in intentional collaboration and the three core drivers of **consistency**, **ownership** and **feedback**.

Our motto: Strive to Excel

Two areas for focus:

- Wellbeing
- Curriculum and Pedagogy

Six elements within this focus:

- Social and Emotional Learning (SEL)
- Staff Wellbeing
- Language of Learning
- Writing (our improvement agenda)
- Thinking
- Technologies (SIEAM: Science, Technology, Engineering, Arts, Mathematics)

"Three things" that contribute to making Belmont the school it is:

- Improvement
- Opportunities
- People

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	890	926	911
Girls	394	412	407
Boys	496	514	504
Indigenous	13	18	19
Enrolment continuity (Feb. – Nov.)	97%	97%	96%

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

Belmont State School is privileged to be a multicultural school with students coming from a range of backgrounds, including European, Asian, South African and New Zealand. Our school caters for a range of socio-economic circumstances, with many of our students coming from families who are making contributions to society through their qualifications and or business background.

Our school is also able to support a range of learners to achieve their educational outcomes. This range includes students with a disability, students needing additional learning support and those students who are academically very capable. Our non-English speaking students are supported by our English as an Additional Language or Dialect (EALD) program

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	24
Year 4 – Year 6	26	26	27
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

- Strategic curriculum planning, incorporating and combining the Australian Curriculum (AC) and the Queensland Curriculum, Assessment and Reporting Framework (QCARF), across year levels and year level junctures to ensure continuity of learning for improved student outcomes.
- Inclusive practices for all students catering for the needs of all learners.
- Increased focus on wellbeing and the development of the “whole” child.
- Strong emphasis on the Arts with a range of visual art, music and performing arts programs provided.
- Enrichment program with links with local secondary schools and *Queensland Academies Partnership Schools* network.
- Comprehensive incursion, excursion and camp programs offered

Co-curricular activities

- Playground Rangers
- Performing Arts Program including: Instrumental Music lessons as well as three levels of String Ensembles, Full String Orchestra and a large Concert Band; Choral program (Year 1 Choir, Junior Choir, Senior Choir, Belmont Boys Vocals and Belmont Sapphires); Music Technology Club
- Stars on Stage
- Instrumental Music camps
- Inter and intra school sports programs and carnivals
- Supporting student sporting pathways – at district, regional and state levels
- WOW storytelling (lunchtimes)
- Games Club (lunchtimes)
- Mathematics Team Challenge
- ICAS competitions

- Lunchtime Coding Clubs
- Lunchtime Art Club
- Week long Literature Carnival

How information and communication technologies are used to assist learning

Belmont State School recognises the importance of ICTs (Information Communication and Technologies) within a modern school curriculum. With thanks to the support of our P&C, the school was able to establish a school wide wireless network in 2016. 2017 saw significant investment in supplementing and increasing the fleet of iPads and laptops able to be accessed for learning – increasing both the allocations to individual classes and the additional devices able to be shared across classes. The refurbished computer lab comprised of 30 workstations was also able to further assist in the delivery of ICTs for whole class situations. 2018 saw the continued implementation of a replacement schedule and increase for both classroom computers and iPads. Additionally, all Interactive White Boards (IWBs) across the school were replaced with Interactive Short Throw Data Projectors – thanks in large part to the support of our P&C and community.

Social climate

Overview

The behaviour of the students at Belmont State School is excellent and is an aspect the school and community prides itself on. The whole school Responsible Behaviour Plan for Students recognises and celebrates positive behaviour whilst also providing consistent and fair discipline strategies – and is guided by the use of Positive Behaviour for Learning (PBL) program.

2018 saw Belmont State School continue our focus on “kindness” – celebrating and sharing in many days and events of significance, such as *Random Acts Of Kindness Week (RAKWeek)* and the *National Day of Action Against Bullying and Violence*.

As previously noted, Social and Emotional Learning (SEL) was identified as a priority to support our students and their learning, with the *Second Step* program trialled in nine classrooms in 2018.

Also in 2018, Belmont State School introduced the *Kids Hope Aus* mentor program, collaborating with St Gabriel's Anglican Parish to provide volunteer adult mentors to work with and support identified students

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)	98%	100%	96%
• this is a good school (S2035)	98%	99%	97%
• their child likes being at this school* (S2001)	98%	100%	98%
• their child feels safe at this school* (S2002)	99%	99%	97%
• their child's learning needs are being met at this school* (S2003)	97%	99%	95%
• their child is making good progress at this school* (S2004)	96%	97%	94%
• teachers at this school expect their child to do his or her best* (S2005)	99%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	98%	97%	94%
• teachers at this school treat students fairly* (S2008)	96%	96%	97%
• they can talk to their child's teachers about their concerns* (S2009)	97%	100%	98%
• this school works with them to support their child's learning* (S2010)	97%	97%	95%
• this school takes parents' opinions seriously* (S2011)	96%	94%	93%
• student behaviour is well managed at this school* (S2012)	97%	97%	96%
• this school looks for ways to improve* (S2013)	97%	100%	97%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	96%	96%	97%

* 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%	97%	98%
• they like being at their school* (S2036)	98%	95%	98%
• they feel safe at their school* (S2037)	97%	95%	99%
• their teachers motivate them to learn* (S2038)	98%	98%	96%
• their teachers expect them to do their best* (S2039)	100%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	91%	92%
• teachers treat students fairly at their school* (S2041)	86%	87%	82%
• they can talk to their teachers about their concerns* (S2042)	95%	86%	84%
• their school takes students' opinions seriously* (S2043)	95%	90%	88%
• student behaviour is well managed at their school* (S2044)	88%	84%	86%
• their school looks for ways to improve* (S2045)	100%	95%	99%
• their school is well maintained* (S2046)	98%	97%	93%
• their school gives them opportunities to do interesting things* (S2047)	97%	93%	93%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	99%	98%
• they feel that their school is a safe place in which to work (S2070)	97%	99%	98%
• they receive useful feedback about their work at their school (S2071)	91%	97%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	88%	89%
• students are encouraged to do their best at their school (S2072)	97%	100%	100%
• students are treated fairly at their school (S2073)	99%	100%	100%
• student behaviour is well managed at their school (S2074)	99%	94%	100%
• staff are well supported at their school (S2075)	94%	96%	100%
• their school takes staff opinions seriously (S2076)	97%	97%	98%
• their school looks for ways to improve (S2077)	99%	99%	100%
• their school is well maintained (S2078)	94%	97%	98%
• their school gives them opportunities to do interesting things (S2079)	94%	97%	93%

Percentage of school staff 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.

Parent and community engagement

Belmont State School holds the partnerships between school, home and the community in very high regard. Parents and carers have numerous opportunities to be involved in various aspects of their child's education and the school community. Our school values community members and provides opportunities for their participation in our school.

Parents are invited to celebrate student learning by attending class celebrations of learning, Prom Concerts, the annual ARTregeous exposition evening and weekly assemblies which recognise, acknowledge and celebrate student achievement, including "Student of the Week" awards.

In 2018, a number of parent and community engagement initiatives were continued, including:

- A series of early phase learning parent workshops providing literacy and numeracy information and strategies to improve student learning outcomes
- A Grandparents' Day which saw grandparents sharing stories and learning alongside students in classrooms
- Prep and Year 1 Pyjama Nights highlighting the importance of parents reading to children
- The "Walking School Train" morning promoting the message of 'healthy kids are active kids' as part of Walk Safely to School Day.
- Our second *Mental Health Week* event was held – including a morning of coming together as a community and hearing from guest speakers

Many of our parents help out in classrooms on a regular basis, including participation in the school's music program and assisting in the library. The Ready Readers program, where parents and volunteers provide individual reading practice for students, has been extended to a whole-of-school Student Support Volunteer Program, with community volunteers providing regular literacy and numeracy support in classrooms. This program was used when the Department of Education relaunched the initiative as "Ready Reading" in 2018, with our school hosting the inaugural training session.

Our school is very well supported by the Parents and Citizens Association (P&C) which makes significant contributions through decision making and fundraising, as well as actively promote parental involvement in our school. In 2018 the major fundraising activity undertaken was the Student Walkathon. A second "Movie Under the Stars" event was held, providing another opportunity to enhance the sense of community.

Parent/teacher conferences are made available twice per year, in terms one and three, when student progress and learning is shared and discussed. Written reports are issued at the end of terms two and four – in 2018 this was again undertaken electronically.

Parents and carers are integral participants in the consultation process regarding adjustments being made to assist students with diverse needs to access, succeed and achieve at school

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These have been incorporated into weekly focused lessons linked to the Health curriculum and delivered by a dedicated teacher. A Playground Rangers program operates to assist and support students to develop their knowledge and skills to be able to resolve conflict without violence – and also to recognise, react and report when they, or others, are unsafe. Our Positive Behaviour for Learning (PBL) program and focus, which underpins our values and is reflected in our school's Responsible Behavior Plan for Students, also provides teaching and learning opportunities. Through a weekly whole school focus and accompanying lessons, we strive to promote personal safety and awareness, as well as ensure timely and effective identification of and response to abuse and violence.

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	11	15	3
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

Data in this area is important and the school seeks to be environmentally responsible and proactive. Staff and students are conscious of the need to turn off lights, computers, air conditioners and other electrical items when not required or when they leave the classroom for an extended period of time. Solar panels across the school feed back into the electricity grid. Irrigation of the school oval is conducted on an 'as needs' basis and additional oval maintenance such as aeration is routinely carried out.

Our school is supported by our P&C in looking after our school grounds. The Waste Warriors program has seen an increase in knowledge and the amount of recycling in the school. Students play an integral role in this program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	302,180	312,227	298,118
Water (kL)	8,925	9,892	14,996

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	64	33	<5
Full-time equivalents	58	21	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	8
Bachelor degree	46
Diploma	8
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$53 801.

The major professional development initiatives included:

- Focus on knowledge and skills to realise our Explicit Improvement Agenda (Reading) – including the continued introduction to and implementation of “Fountas and Pinnell” across the school
- Continued work to share, support and develop Pedagogy – including creating supportive learning environments, ensuring clear learning intentions and success criteria and maximising student engagement
- A strong focus on Wellbeing, including further exploration of the KidsMatter Framework and the continuation of the Positive Behaviour for Learning (PBL) program
- Professional Learning Communities – including understanding and using data and monitoring student improvement
- Anaphylaxis and Asthma Training, Asbestos Awareness, Student Protection Training and Mandatory All Staff Training
- First Aid/CPR Training
- Diabetes Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	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	95%	95%	95%
Attendance rate for Indigenous** students at this school	94%	92%	88%

* 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	95%	96%	96%
Year 1	95%	95%	95%
Year 2	95%	95%	95%
Year 3	96%	96%	95%
Year 4	95%	96%	95%
Year 5	94%	94%	95%
Year 6	95%	94%	93%

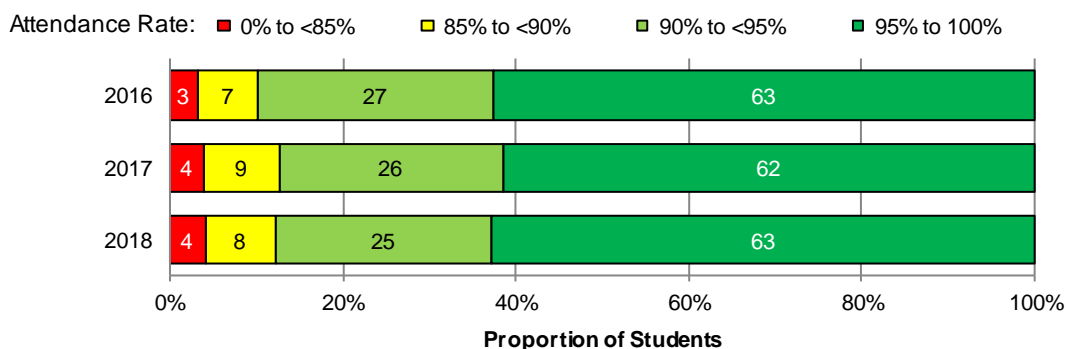
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

At Belmont State School class rolls are marked twice daily, by 9:00am and immediately after second break at 2:00pm. If a student is absent from school without explanation or notification, the school uses an SMS service to ensure same day contact with parents/carers to ascertain the student's whereabouts and safety.

Parents and carers are requested to inform the school of any absence by phoning the student absentee line or registering the absence by email (with a link is available on our school website). Our school maintains a goal to ensure there are no unexplained absences.

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
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Search by school name or suburb	Go
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School sector ▼	School type ▼	State ▼
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- Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

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

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

- If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
- The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.