



Veresdale Scrub 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

Veresdale Scrub State School is committed to meeting the diverse needs of students at our small rural school. We strive daily to provide quality teaching and learning with student improvement as a whole school focus. Staff value students, parents and community. Veresdale Scrub is a Band 6 school and has served the community of Veresdale Scrub for 119 years. The local community is rural, with continuous development of land, resulting in a steady growth in enrolments over the last four years. The school offers a challenging curriculum for Prep to Year 6 in multi-age classes. The students wear the school uniform with pride and are well-behaved and courteous. The school has an excellent community reputation and a large body of parents who participate in school activities. The principles of effective teaching, learning and assessment underpin Veresdale's educational programs from Prep to Year 6. The school focuses on the provision of an inclusive, nurturing and challenging learning environment. We encourage all students to maximise their learning by providing additional opportunities (academic, sporting and cultural) for them to develop their full potential. The school expects responsible behaviours from all of its students.

Principal's Introduction

Welcome to the School Annual Report for 2018 for Veresdale Scrub State School. This School Annual Report is published and uploaded to our school webpage in June each year. Information included is relative to the previous school year and outlines the profile of our school for 2018, including the progress made, as well as outlining a further perspective of priorities and directions for 2019. The report highlights key academic achievements, the curriculum offered and other information of interest to the school community and the wider community in general.

At Veresdale Scrub State School we encourage our students to become life-long learners through the provision of a quality education and provide opportunities for students to participate fully in all community activities available. The school has an excellent reputation for academic and sporting achievements and a commitment to community consultation and involvement.

Throughout 2018, Veresdale Scrub State School staff have continued to focus on literacy and numeracy opportunities for all students. Our aim is to continue improving quality educational experiences for every child attending our school. Passionate, supportive, professional and caring staff members support our students. Students are also supported through the purchase of equipment to upgrade and maintain current facilities. In turn, this allows further opportunities within learning as well as supporting aspects of socialisation.

During 2018, the school catered to students from Prep to year 6 in a multi-age setting. This grouping allowed students to be catered for in whole class, age or ability level or in individualised lessons. Student learning is further supported through involvement in excursions, camp, incursions, visiting artists and community members such as QuoCKa.

School progress towards its goals in 2018

Veresdale Scrub State School made progress throughout 2018 as we worked our way towards targets set in the school's Annual Implementation Plan. In 2018, our improvement agenda was based mainly around reading through the Collaborative Inquiry Process. Number, understanding of the English Australian Curriculum and data analysis were also prioritised.

All teaching staff participated in internal professional development, and received collegial feedback, in relation to consistent pedagogical practices in the area of reading. Partnerships with the school community continue to be enhanced and supported. To encourage community participation at a school level, Veresdale Scrub State School has affiliated with Playgroup Queensland. Veresdale Scrub State School provides support for young people attending playgroup through subsidising affiliation fees and the provision of a teacher aide to oversee activities.

Closing the Gap between Indigenous and Non-Indigenous attendance continues to remain a focus for our school.

In order to achieve improvement, the following priority areas of development were established:

Improvement Agenda	Progress
Reading	<ul style="list-style-type: none"> Ongoing improvement agenda – all classes conducting explicit Guided Reading lessons to all students. Watching Others Work occurs weekly. Support given to pre-prep children through provision of a Teacher Aide during Playgroup.
Number	<ul style="list-style-type: none"> Ongoing improvement agenda – all students set five weekly number fact targets – explicit teaching and practice of number facts occurs daily. Three weekly cycles of explicit teaching occurs throughout the Term.
Australian Curriculum review	<ul style="list-style-type: none"> Investigation of Achievement Standards and Content Descriptors for each of the curriculum areas is ongoing.
Data Analysis	<ul style="list-style-type: none"> Ongoing implementation of the Collaborative Inquiry process in five weekly cycles based on our reading improvement agenda.

Priority areas	How this was achieved
Productive partnerships with school community including pre-prep aged children	<ul style="list-style-type: none"> Affiliation with Playgroup Qld. Teacher aide employed to support learning of pre-prep aged children. Playgroup advertised within school newsletter and on school Webpage.
Staff development – differentiation – explicit instruction - reading	<ul style="list-style-type: none"> Implementation of Collaborative Inquiry Process – teachers sharing best practice in relation to reading. Student individual reading behaviours were identified (Literacy Continuum) and formed part of the process for creating effective reading groups within each class. Monitoring of progress is completed in five weekly cycles.
Mathematics Curriculum Implementation	<ul style="list-style-type: none"> Mathematics Plans have been aligned to V8 Australian Curriculum. Explicit teaching of concepts, Gradual Release Model (I Do, We Do, You Do strategy), has been incorporated into teaching episodes across all classrooms.
Data analysis	<ul style="list-style-type: none"> Staff now confident and actively participating in the Collaborative Inquiry process and Watching Others Work on a regular basis. Staff confident with the use of the Literacy Continuum for tracking students' reading progress.

Future outlook

Throughout 2019, our school focus will continue to revolve around reading improvement and in particular, Guided Reading and tracking students using the Literacy Continuum. This will allow all students to be supported at their own level regardless of the classroom they attend. Staff will continue to work alongside each other and track student improvement in five weekly cycles. A shared understanding by staff, of student improvement in this area, is imperative to enhanced learning outcomes for all students.

Staff at Veresdale Scrub State School will continue to provide quality education (that aligns to the Australian Curriculum Achievement Standards) for students from prep to year 6.

Veresdale Scrub staff will continue to foster healthy relationships and partnerships with parents and community members. Our school will continue to welcome parents and community members to participate in classroom activities and special days or sessions involving the showcasing of students and their work.

The following table indicates priority areas for 2019 and strategies for implementation.

Priority areas	How this will be achieved
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<p>Prep children - school ready</p> <ul style="list-style-type: none"> • Support children in the early learning years (pre-prep) 	<ul style="list-style-type: none"> • Continued affiliation with Playgroup Qld. • Commitment to the ongoing provision of a Teacher Aide to support learning through the implementation of skills based and educational activities. • Playgroup advertised within school newsletter and on school webpage to enable maximum attendance.
<p>Student improvement – reading</p> <ul style="list-style-type: none"> • Closing the Gap for current Yr 2 and Yr 3 Indigenous students • Increase the percentage of students on an Individual Support Plan and Individual Curriculum Plan achieving their reading goals • Increase the percentage of students achieving year level results mapped against the Literacy Continuum 	<ul style="list-style-type: none"> • All staff members will continue to monitor student reading behaviours in alignment with the Literacy Continuum • All Guided Reading lessons are to revolve around reading behaviours • Explicitly taught, differentiated reading groups across the whole school • Continued implementation of consistent approaches to teaching oral language, phonological awareness and phonics knowledge across Prep-2 • Explicit daily teaching of M100W high frequency words within the lower school • Watching Others Work – peer learning • Continued implementation of Collaborative Inquiry process in relation to reading lessons and supporting data
<p>Data Analysis – reading improvement</p>	<ul style="list-style-type: none"> • Continue to implement a viable cycle for data analysis in relation to reading – Collaborative Inquiry process – evidence gathering, formative, summative assessment. • Formalise the collection and sharing of data in relation to reading improvement.
<p>English Curriculum Unit and Year Level Plans</p>	<ul style="list-style-type: none"> • Staff will delve further into the C2C units and the Australian Curriculum. They will adopt and adapt units of work and identify main components and lessons relative to Achievement Standards.

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	123	128	124
Girls	70	76	75
Boys	53	52	49
Indigenous	10	9	14
Enrolment continuity (Feb. – Nov.)	90%	95%	86%

Notes:

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

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The majority of our student body come from semi-rural families, with a number of urban families who travel some distance to the school so their children can attend a small country school. We have an ever increasing number of Indigenous students. Our student population includes students identified under the Disability Discrimination Act 1992.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	23
Year 4 – Year 6	28	20	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

Veresdale Scrub State School offers a full range of key learning areas. Our distinctive curriculum offerings are:

- Unique opportunities for every student to learn within a multi-age classroom.
- The acceleration or consolidation of individual students' learning is one important aspect that can be enhanced through ability grouping and relevant and intensive learning.
- Our size enables us to readily identify, support and respond to individual student needs.
- Year 5-6 – LOTE (Japanese)
- Preparatory to Year 6 – Itinerate teachers for Music and Physical Education conduct lessons fortnightly/weekly respectively.
- A Learning Support Teacher and Special Education Teacher is based at the school three days per week and supports students on a regular basis.
- A Guidance Officer attends the school fortnightly.
- A Speech Language Therapist attends the school throughout the Term.

Co-curricular activities

A range of additional activities were provided throughout 2018. These included, but were not limited to:

- All students participating in Book Fair, Education Week, Harmony Day and NAIDOC activities which were held throughout the year.
- All students were invited to participate in the school Choir.
- All year 1 students were given an opportunity to attend swimming lessons during Term 4.
- All students in year 6 were invited to participate in a Canberra/Sydney Camp.
- All classes attended at least one excursion
- The 10 to 12 year old students were invited to participate in the Beaudesert and District Primary School Sport trials. Several students went on to represent the district at the regional trials.
- Students were involved in sporting activities with other schools in the district.
- The senior leaders conducted the school's ANZAC Day service, which was attended by members of the local RSL club.
- Whole school invitation to attend Beaudesert ANZAC Day celebrations.
- The school captains attended the Beaudesert Remembrance Day service.
- Students participated in a whole school Remembrance Day service at our school.
- Parents were invited to an information evening for all classes at the beginning of Term 1.
- The P&C hosted a 'meet and greet' morning tea for new parents, followed by classroom visits.
- The whole school participated in an Instrumental Music session presented by Beaudesert State High School.
- Students from years 3 to 6 participated in Instrumental music sessions on a weekly basis.
- Selected students participated in Days of Excellence programs hosted by local schools.
- Yearly attendance for all students at the Life Education Van.
- Students in years 2, 3 and 4 participated in NAPLAN On-Line practice sessions.

How information and communication technologies are used to assist learning

The use of information and communication technologies (ICT) takes high priority at our school. ICT is integrated across curriculum areas. Technology components are integral to the preparation, implementation and assessment of units of work. Classrooms are well equipped with iPads and computers that have internet access for use in all facets of school life. Computers and iPads are used for whole-of-class activities, group activities and individual access. The school purchases subscriptions for Literacy Planet and eBooks.

Technological equipment and programs are purchased in order to support key learning areas and provide alternative options for extension and enrichment or to support specific learning needs. The inclusion of iPads over the past several years has ensured that students have greater access to digital technologies.

Social climate

Overview

Veresdale Scrub State School is a small school located approximately 12 kilometres north of Beaudesert. The school was established on the 25th April, 1899 and has been providing the local community of Veresdale with a quality education since then. Traditionally a farming community, the area is increasingly becoming semi-rural in nature. The school is set in a tranquil rural setting occupying attractive and spacious grounds surrounded by farms. All of the classrooms, the library and the Administration building are air-conditioned.

Veresdale Scrub State School's motto "Caring and Challenging for the Future", reflects the school's values. The school nurtures a family orientated atmosphere where parents and students feel confident that they are safe and valued at our school. The multi-age nature of our school ensures that all students are given opportunities to learn at their level, with differentiation occurring in each and every classroom. Indigenous students, students with identified disabilities and particular learning needs and students with English as a second language form part of the diverse range of students attending Veresdale Scrub State School.

Our school is a Positive Behaviour and Learning (PBL) school. Behaviour expectations are clear with positive behaviours reflective of our three school rules, Be Respectful, Be a Learner and Be Safe.

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%	93%	89%
• this is a good school (S2035)	92%	87%	94%
• their child likes being at this school* (S2001)	92%	100%	100%
• their child feels safe at this school* (S2002)	85%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	87%	89%
• their child is making good progress at this school* (S2004)	100%	80%	83%
• 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)	92%	93%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	87%	88%
• teachers at this school treat students fairly* (S2008)	85%	87%	72%
• they can talk to their child's teachers about their concerns* (S2009)	100%	93%	100%
• this school works with them to support their child's learning* (S2010)	100%	87%	82%
• this school takes parents' opinions seriously* (S2011)	92%	80%	82%
• student behaviour is well managed at this school* (S2012)	54%	73%	65%
• this school looks for ways to improve* (S2013)	92%	86%	83%
• this school is well maintained* (S2014)	92%	93%	94%

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

Percentage of students who agree [#] that:	2016	2017	2018
• their school is well maintained* (S2046)	94%	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%	93%
• they feel that their school is a safe place in which to work (S2070)	100%	91%	100%
• they receive useful feedback about their work at their school (S2071)	91%	91%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	93%
• student behaviour is well managed at their school (S2074)	91%	100%	93%
• staff are well supported at their school (S2075)	100%	91%	100%
• their school takes staff opinions seriously (S2076)	100%	91%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	91%	86%
• their school gives them opportunities to do interesting things (S2079)	91%	100%	86%

* 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

Veresdale Scrub State School recognizes that a child's academic and social development is the responsibility of all individuals in contact with the child. This means members of the child's family, school and community in general. When all of these stakeholders work together in a positive partnership, student learning is enhanced.

Parents are actively encouraged to become involved in their child's education in a number of ways including:

- Working as classroom helpers and undertaking volunteer duties around the school
- Discussing their child's progress with the relevant staff member at a mutually convenient time
- Active involvement in the formulation of school policies and processes
- Participation in P&C meetings and whole school discussions involving the implementation of curriculum within the classroom
- Participation in and/or support for the tuckshop and other P&C fundraisers
- Reading the fortnightly newsletter, webpage, noticeboards etc. to discover extra curricula activities that are occurring
- Involvement in special parades, end of Term activities, sports days and parent-teacher interviews
- Face to face meetings with individual parents to support the learning of their child through open discussion, preparation and implementation of Individual Curriculum Plan, Learning Support Plans and Behaviour Plans where necessary

Community members with young children are invited to attend Playgroup held weekly at the school.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Staff participate in Harmony Day and Daniel Morcombe Day activities to support overall growth and well-being of all students. All students attend the Life Education Van where they learn about a range of topics from safe medicines to friendships and safe practices.

School disciplinary absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school. In line with feedback from the School Opinion Survey, staff are more vigilant in reporting unexpected behaviours. This has then increased the number of short suspensions throughout 2018. This has also meant the opportunities for learning by other students has improved.

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	20	10	5
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

The school has ensured that the use of all resources are monitored. It balances the need for facilities growth (stimulated by enrolment growth) with the need to conserve resources. In all capital works, the school ensures the appropriate level of electricity conservation and water harvesting. A conservative effort to decrease the use of air-conditioners unnecessarily (including turning them off during breaks) and turning off lights during times when students are not in the classroom has been adopted.

Bore water is used to flush toilets and for garden requirements. Rain water tanks fitted with filters on all buildings fulfils our drinking and cleaning requirements.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	39,800	58,544	39,620
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

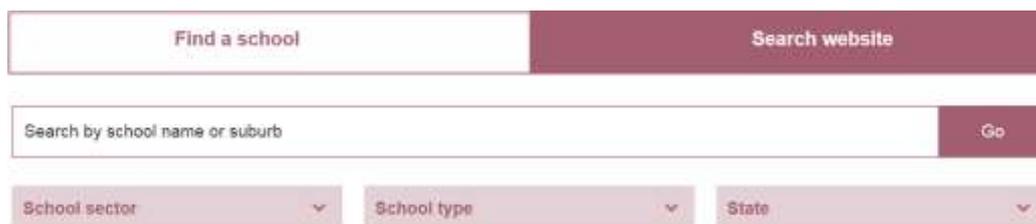
School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](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	11	10	0
Full-time equivalents	8	5	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.*	1
Bachelor degree	9
Diploma	1
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 \$ 4108.08.

The major professional development initiatives are as follows:

- In-house
 - Student Protection – whole staff
 - Code of Conduct – whole staff
 - Asbestos Training – whole staff
 - Asthma Management Training – whole staff
 - Adrenaline Auto Injectors - Anaphylaxis Training – whole staff
 - Fire Drill Training / Emergency procedures – whole staff
 - Voice Training – selected staff
 - Keys to Managing Information Training – whole staff
 - Internal Controls – whole staff
 - Health, Safety and Wellbeing Training – whole staff
 - Work Place Health & Safety – whole staff
 - Curriculum Analysis – teaching staff
 - Positive Behaviour and Learning – all staff
 - Right to Information – all staff
 - Risk Assessments – all staff
 - NCCD data collection
 - Collaborative Inquiry process – all teaching staff

- Service Providers
 - Finance Training – selected staff
 - First Aid Training – selected staff
 - Beginning Teacher's Conference – selected staff
 - Face to Face Behavioural
 - NDIS collection

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	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	91%	91%	91%
Attendance rate for Indigenous** students at this school	91%	93%	93%

* 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	90%	94%	90%
Year 1	93%	90%	90%
Year 2	89%	94%	89%
Year 3	92%	90%	93%
Year 4	91%	94%	93%
Year 5	91%	87%	91%
Year 6	89%	89%	91%

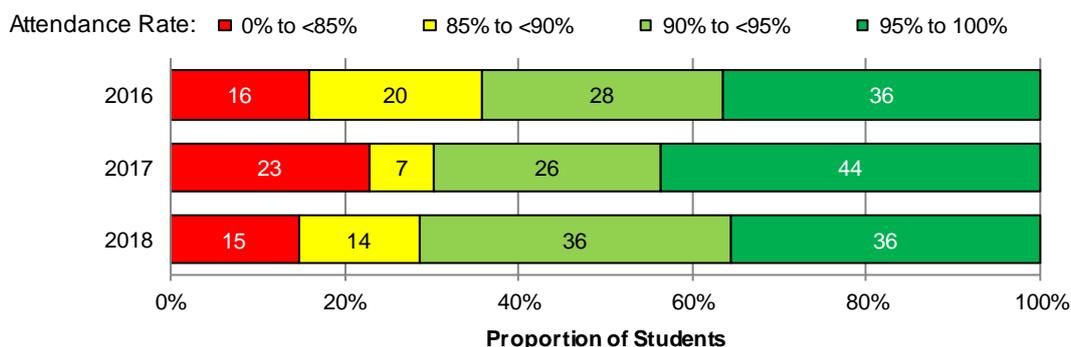
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Student rolls are marked twice daily and absences are recorded according to the correct code for the absence reason. Reasons for unexplained absences are sought daily from parents in accordance with our schools Absence Policy. Unexplained absences of three or more consecutive days are referred to the Principal for action. Continued unexplained absences are dealt with according to DET policies. As a Positive Behaviour and Learning school and as part of the school's Responsible Behaviour Plan, students are provided with positive VISA awards for regular attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

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

Notes:

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