



Clover Hill State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Clover Hill is a P-6 co-educational primary school, established in 2004. Clover Hill State School's motto is 'Expect Excellence' and as a school community we are focussed on delivering on this promise. Our current student population sits above 970 and this is expected to grow beyond the 1000 mark in 2020. In partnership with parents and the wider community, Clover Hill State School provides students with access to a high quality education that equips them with knowledge, skills and attributes necessary for their future.

Our school improvement agenda in 2018 focused on students being able to:

- read with understanding across all Key Learning Areas
- write well with purpose using a wide variety of vocabulary, spell correctly and use appropriate language conventions
- think, reason and compute accurately in order to solve problems.

Clover Hill is a place where everyone is different and has importance. Our school also provides an inclusive curriculum for students identified with a disability who are mainstreamed within our classrooms with support from our inclusion teaching staff.

We value partnerships with parents and our wider school community and acknowledge the importance that productive partnerships play in realising our school vision. Our school community also has high expectations in relation to standards of student behaviour and dress. We pride ourselves in providing a safe and supportive environment and achieve this by setting high expectations, high standards and expecting 'Excellence'.

## School progress towards its goals in 2018

In 2018, Clover Hill was committed to the following areas of improvement:

1. To build upon staff and student mental health and well-being and review our Behaviour Management plan and processes.
2. Continue to progress the four levels of performance that define a high reliability school (using the research of Dr Robert Marzano)
3. Continue to implement a guaranteed and viable curriculum – developing teachers' capability to design and deliver age-appropriate highly individualised curriculum plans to students using the general capabilities of the Australian Curriculum.
4. Revisit our school pedagogical framework as the shared language of teaching and learning.
5. Continue to implement Numeracy Professional Learning Communities to further support a learning focused culture.
6. Continue the implementation of our Mathematics 'Reteach and Enrich' time as a response to intervention – ensuring that all students gain proficiency of essential 'need to know' concepts and skills. We will enact an Enrichment Model as a Tiered Response to Intervention.

## Future outlook

In 2019, Clover Hill will move to a very sharp and focussed improvement plan that addresses the three core areas of:

Curriculum

Pedagogy

Culture

Within these areas, we will drill down to the explicit teaching of reading within balanced literacy blocks. Sharpening our pedagogical framework to include the collective studies of Marzano, Hattie and Anita Archer, with a significant move to explicit instruction. We will also continue to work on the school wide behaviour policy and positive behaviour for learning program.

# Our school at a glance

## School profile

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

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	929	947	960
Girls	455	500	501
Boys	474	447	459
Indigenous	34	34	35
Enrolment continuity (Feb. – Nov.)	96%	96%	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

As a % of previous year enrolments our year on year progression rate is very strong within our junior school. This % decreases within our senior school as many of our students are offered scholarships to attend private or state schools offering a middle schooling program.

Our school community has experienced a growing number of families immigrating to Australia from a number of Nationalities. 26 Nationalities are represented - drawing from the following countries: NZ, England, Netherlands, USA, New Caledonia, Pakistan, Iceland, Iran, Cambodia, Philippines, Germany, Ireland, South Africa, Indonesia, Denmark, Wales, Japan, India, Switzerland, Thailand, Singapore, Spain, Africa, UK and Russian Federation.

5% of our student body are from families who have English as their second language and 4% of our student population is Indigenous.

### Average class sizes

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

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

Our Curriculum Program covers most learning areas of the Australian Curriculum. We are using the research from Marzano and Dufour (2011) to implement a Guaranteed and Viable Curriculum focused on enhancing student learning. 'Guaranteed' means that all teachers are aware of the content they are responsible for teaching and 'Viable' meaning that the amount of content is teachable in the time available for instruction. This is to ensure that there is deep learning of essential content rather than superficial coverage of a broad range of concepts.

We are also implementing the 'Art and Science of Teaching' (ASOT - Marzano 2007) as our pedagogical framework for effective teaching and learning. The title words 'art' and 'science' conveying the message that teaching is both an art and science. It is an art in the sense that it involves no specific script teachers must follow as teachers are as varied in their characteristics and behaviours as students. Teaching is however also a science in the sense that there are strategies that research over time has shown to have a high probability of enhancing student achievement. These 'high probability' strategies are the tools in an effective teacher's tool box. Not every teacher uses these tools in the same way and with the same frequency – their use depends upon students' needs.

This ASoT framework incorporates three key areas of improving teaching and learning

- Use of effective instructional strategies
- Use of effective management strategies
- Use of effective curriculum design

These three key areas of improvement are underpinned by 10 design questions:

1. What will I do to establish and communicate learning goals, track student progress & celebrate success?
2. What will I do to help students effectively interact with new knowledge?
3. What will I do to help students practice and deepen their understanding of new knowledge?
4. What will I do to help students generate and test hypotheses about new knowledge?
5. What will I do to engage students?
6. What will I do to establish and maintain classroom rules and procedures?
7. What will I do to recognise adherence & lack of adherence to classroom rules & procedures?
8. What will I do to establish and maintain effective relationships with students?
9. What will I do to communicate high expectations for all students?
10. What will I do to develop effective lessons organised into a cohesive unit?

Our school also implements a range of distinctive programs to meet our local needs. These include:

- Design and Technology program – utilizing our purpose built facility.
- A school commitment to Science utilising our science centre facilities.
- A whole school 'You Can Do It' Social / Emotional curriculum is implemented.
- Student Council and Year 5 Student Leadership program.
- Interactive whiteboards, IPads, IPods and laptop computers are used extensively throughout the school with a 'Bring Your Own Device' program implemented from year 4.

We also offer a range of personalised programs to support students with identified needs which include:

- Literacy and Numeracy intervention support and programs.
- Facilitated language programs, written by our SLP with specific language goals for targeted students.
- Intervention teacher aides offer reading opportunities for targeted students before school
- Somerset Reading Program – students work with volunteer Somerset High School mentor students once per week before school in the Learning Hub.
- Our centrally located 'Kitchen' Garden is used as a learning space, provides opportunities for class and lunchtime gardening club as well as parent and business partnerships (Bunnings)
- Involvement in a number of Science related activities – STEM Cup, Science on the Go, Science Week Celebrations.

We are also committed to further personalising learning to meet individual student needs and offer students the opportunity to participate in a number of online learning programs such as Reading Eggs, Mathletics, and Maths Online.

- *Mathletics*: an online program that allows teachers to personalise programs to suit student's mathematical skills

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## Co-curricular activities

- Sport – athletics, rugby league, taekwondo, swimming, cross country, tennis and morning fitness.
  - Instrumental Music Program including percussion, strings, keyboard and drumming
  - Dance – including Hip Hop, Contemporary, Jazz and Musical Theatre.
  - Choral program
  - Student Council.
  - School Camps
  - Student Discos
  - Speech and Drama lessons and club
  - Science Club
  - Gardening Club

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

Clover Hill State School provides a learning environment that furthers students' ability to use new technologies to transform knowledge and skills into products, solutions and new information. Our E learning vision is for our students to develop into digital learners who:

- operate as digital citizens who act ethically, legally and responsibly.
- become skilled operators of ICT to discover, collect, organise and store data.
- have information fluency and are able to apply digital tools to problem solve.
- are creative and critical thinkers and that can construct knowledge and develop innovative products and processes.
- communicate and collaborate in real life projects.
- develop their skills in ways of working technologically in today's world.

Our Aim is that staff:

- respond to the needs of the 21st century learners - designing open ended and engaging design challenges.
- extend beyond face to face learning to digital and virtual learning environments.
- are continually provided with opportunities to improve their professional practice.

Clover Hill houses over 100 PCs and over 100 laptops which fall part of a replacement schedule. The computers are configured within classroom pods as well as access to a bank of 28 laptop computers housed in our learning hub. We have 100% connectivity. Wireless access is utilised within the school with connectivity available in all classrooms. Students and staff have access to a myriad of peripherals and digital technologies to support teaching and learning. We have a banks of iPads (>100 devices) to further support mobile learning. Clover Hill is innovative in its approach to the use of ICTs to enhance learning. Each early learning classroom is equipped with an interactive whiteboard whilst our senior classes have access to data projector technology enabling them to demonstrate strategies and engage students. Students can be regularly seen exploring hard and soft digital technologies such as video cameras, digital cameras, robotics equipment to interactive and web based software. We have used flexible staffing to employ an E-Learning Mentor who supports teachers in developing their digital pedagogy.

## Social climate

### Overview

Students and parents alike acknowledge that Clover Hill State School is their preferred choice of primary school education. They indicate overwhelmingly that they consider Clover Hill to be a supportive learning environment in which students are treated fairly and they feel safe. Students and parents also acknowledge the high expectations and focus on expecting excellence.

Parents feel that Clover Hill provide their children with good learning opportunities and have an expectation that this will lead to their future success as lifelong learners.

Parent Opinion Survey results have rated school-community relations as significantly above the state and like school average. Similarly, parents have also rated our school as providing a 'safe, supportive and productive learning environment' as above state and like school data.

These results are in large part due to our focus on furthering respectful relationships, as well as the extensive support and social programs that are in place which include:

- Buddy classes
- Student Leadership program – student council
- Program Achieve - You Can Do It Social / Emotional Curriculum

Student behaviour in our playgrounds is monitored and recorded by staff on duty – providing valuable information to track both positive and negative student interactions over time. This information is used to counsel and support students. An experienced Developmental Guidance Officer works at the school and is an integral member of our school's Special Needs Committee.

We also have engaged the services of a Chaplain who provides a number of supportive programs for students and families.

- Rock and Water program – this program teaches students valuable social skills
- Breakfast program – a nutrition based program which provides basic needs and social skills
- Games program – offers the opportunity for students to hang out in a safe environment and enjoy company of others
- Boost Mentoring program – adults within our wider community befriend students as a big buddy/mentor

Parent and Student Opinion survey data validates the safe and supportive learning environment that our school provides. The Clover Hill school community is also known for its care and generosity towards others – we have implemented many 'Pay it Forward' initiatives through our Student Council Program. Our student council also continues to raise funds for community charities such as the Children's Hospital, Daniel Morcombe Foundation and the Animal Welfare League..

### 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)	96%	100%	97%
• this is a good school (S2035)	98%	100%	98%
• their child likes being at this school* (S2001)	98%	100%	97%
• their child feels safe at this school* (S2002)	96%	100%	98%
• their child's learning needs are being met at this school* (S2003)	93%	100%	96%
• their child is making good progress at this school* (S2004)	94%	100%	93%
• 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)	93%	98%	97%
• teachers at this school motivate their child to learn* (S2007)	95%	100%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	92%	98%	92%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	97%
• this school works with them to support their child's learning* (S2010)	91%	100%	96%
• this school takes parents' opinions seriously* (S2011)	89%	100%	87%
• student behaviour is well managed at this school* (S2012)	91%	93%	86%
• this school looks for ways to improve* (S2013)	96%	100%	91%
• this school is well maintained* (S2014)	100%	97%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	96%	96%
• they like being at their school* (S2036)	98%	94%	93%
• they feel safe at their school* (S2037)	98%	98%	94%
• their teachers motivate them to learn* (S2038)	98%	97%	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)	95%	97%	95%
• teachers treat students fairly at their school* (S2041)	90%	94%	84%
• they can talk to their teachers about their concerns* (S2042)	88%	96%	86%
• their school takes students' opinions seriously* (S2043)	88%	91%	87%
• student behaviour is well managed at their school* (S2044)	90%	87%	83%
• their school looks for ways to improve* (S2045)	98%	97%	98%
• their school is well maintained* (S2046)	96%	95%	93%
• their school gives them opportunities to do interesting things* (S2047)	93%	95%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	100%	84%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	95%
• they receive useful feedback about their work at their school (S2071)	86%	90%	74%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	91%	80%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	99%	98%	90%
• student behaviour is well managed at their school (S2074)	87%	93%	73%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	94%	97%	74%
• their school takes staff opinions seriously (S2076)	93%	89%	69%
• their school looks for ways to improve (S2077)	100%	98%	95%
• their school is well maintained (S2078)	100%	98%	93%
• their school gives them opportunities to do interesting things (S2079)	93%	95%	78%

\* 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

Clover Hill believes student learning progress is dependent upon a partnership between home and school. Communication is promoted through weekly newsletters, class newsletters, formal and informal parent/teacher interviews. A strong sense of community is also evident with the large number of parents and caregivers attending weekly assemblies and special celebrations. Strategies and opportunities for parents to be involved in their child's education include:

- Parent / Teacher information sessions are held each year in February.
- Parent / Teacher interviews are held at the end of Term One to discuss student progress.
- Parent / Student / Teacher conferences are held in Term Three providing opportunity for students to share their report card achievements and future learning goals with parents.
- Access to a Parent Liaison Officer who inducts new families into our school community and provides information to parents on a needs basis.
- Parents and Citizen's Association – meet every month.
- Opportunities to work in a voluntary capacity – tuckshop, classrooms, resource centre, sports days.
- 'Friend-raising' opportunities – helping out with fundraising events.
- Use of QSchools and Qparents.

Reporting student learning progress to parents is another essential component of involving parents in their child's education at Clover Hill State School. Reporting to parents in written form occurs at the end of each semester. Our teachers use a wide variety of ways to track student learning progress. They collect samples of students' work, they make observations of children working, they test student learning. As children are all different we don't judge them against one another, we make decisions about what children are learning against a set of predetermined criteria; competency is not relative to the achievement of others. Parents are also encouraged to join with the school community to share their knowledge and expertise. Parents regularly join classroom teachers in attending our culminating 'Celebration of Learning' sessions where students share their learning with families.

Clover Hill State School also holds a number of gala events to showcase and celebrate student's learning achievements. These include:

- Years 3-6 Excellence in Learning Celebration – to recognise students who demonstrate the highest academic potential or excellence in effort. (Term 3).
- Celebration of Excellence Evening – a tradition of celebrating excellence by recognising and showcasing individual achievements of students and groups of students.

Parents are also consulted in relation to the adjustments required to assist students with diverse needs to access and participate within the classroom learning program. This is coordinated by our Head of Special Education with input from classroom teachers and year level support staff through our Special Needs Committee.

## Respectful relationships education programs

Our school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our Responsible Behaviour Plan for Students is available on our website and details the strategies and programs that facilitate acceptable standards of behavior as well as the educational support or intervention in responding to unacceptable behaviour. Our students are taught to identify the

characteristics of bullying and harassment (including cyberbullying) and provided with strategies to address these behaviours. We participate in the National Action Day against Bullying each year.

We also provide a chaplaincy service for our students.

## 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	26	15	25
Long suspensions – 11 to 20 days	0	1	1
Exclusions	0	0	1
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

Efforts made in 2018 continue to reduce the school's environmental footprint included:

- Recycling initiatives- recycling bins placed throughout school.
- Collection of food scraps for worm farms.
- Strong sustainability & environmental focus through a range of initiatives – Bright Sparks representatives, Green Team.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	243,063	230,622	230,243
Water (kL)	5	597	2,047

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

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	73	31	<5
Full-time equivalents	63	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	7
Graduate Diploma etc.*	1
Bachelor degree	58
Diploma	0
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 \$101,218.43

The major professional development initiatives are as follows:

- Michelle Loch
- Mandatory online professional development training (Code of Conduct, Child Protection, Fire safety)
- Pedagogical Framework 'The Art and Science of Teaching' (Design Question 2 and Design Question 5)
- Learning Alignment – Curriculum planning time
- ARC of Engagement – facilitating positive learning engagement – Whole staff
- PLC to RTI – 6 Enrichment teachers
- Mentoring, Collegial and Instructional Coaching aligned to our School Improvement Agenda
- Facilitated Instructional Rounds
- Numeracy - Fortnightly release for Reteach & Enrich PLCs (every classroom teacher)
- Literacy - 3 times/term release to participate in Writing PLCs (every classroom teacher)
- Co-Teaching
- Coaching – Crack the Code (6 new teaching staff - 4 sessions/teacher)
- WOW time – Number Talks (15 teachers) spelling, reading, writing, Quickwrites (13 teachers) Behaviour Management, Temperament Types (11 teachers) Determined from individual APRs

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

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

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

From the end of the previous school year, 97% 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%	94%	93%
Attendance rate for Indigenous** students at this school	94%	91%	91%

\* 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	94%	95%	95%
Year 1	95%	94%	93%
Year 2	93%	94%	93%
Year 3	96%	93%	94%
Year 4	94%	93%	92%
Year 5	94%	93%	93%
Year 6	93%	93%	93%

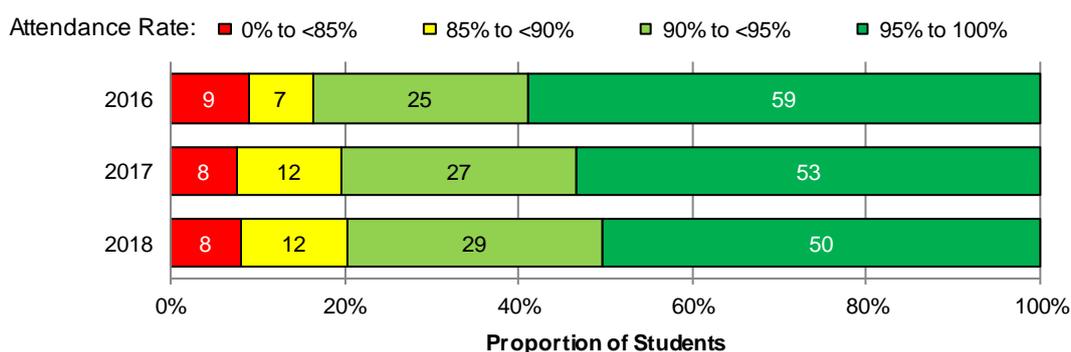
Year level	2016	2017	2018
Year 7			DW
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

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

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



### Description of how this school manages non-attendance

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

At Clover Hill class rolls are marked twice daily (morning and afternoon). Administration and classroom teachers monitor student attendance carefully and send an SMS message to parents if their child/ren is not at school. Should attendance data become a pattern, the classroom teacher or Administrator (DP) makes a

courtesy call to the home. If student attendance is deemed at risk and interfering with the learning achievement of students, parents are invited to the school to make a plan to discuss the issue. Repeated absences are directed to the Principal and procedures relating to truancy are enacted in line with DET policies and legislation. In cases of long term unexplained absence Compulsory Schooling letters are sent to parents to ensure all students are attending school as per legislation.

## 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.