

**St Ann's Catholic Primary
School, REDBANK PLAINS**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Ann's School, Redbank Plains, is a Brisbane Catholic Education school which opened in January 2020. The school is located 35 minutes southwest of the Brisbane CBD between Ipswich and Springfield Lakes. The suburb of Redbank Plains is one of the fastest growing suburbs in the Ipswich City Council area.

Commencing in 2020 with approximately 100 students from Prep to Year 3, and introducing a three stream Prep in 2022, it is anticipated the school will grow to over 500 students by 2025, with Prep to Year 6.

School progress towards its goals in 2021

In our second year of operation the focus for our Annual Goals was to continue embedding solid practices and procedures as we continue grow as an early school community.

The school used the following focus areas: Strong Catholic Identity, Excellent Learning and Teaching, Our People and Wellbeing.

Strong Catholic Identity

- Teachers will use effective and expected practices for short term planning cycles in RE.
- By the end of 2021 St Ann's core values will be established within the school community. Continue to build our story within the whole community.
- During 2021, St Ann's School will continue to embed Catholic Perspectives across Health and begin implementation in English.

Learning and Teaching

- Provide professional development opportunities with staff, both internally and externally, in BCE's Effective and Expected practices in teaching literacy in English.
- Continue to build staff capacity in BCE's High Yield Strategies to support Effective and Expected practices, particularly in Review and Response and Learning Walks and Talks.
- Build teacher capacity in differentiated learning and implement planning documents to accurately represent the diverse needs of students.

Our People

- Meet with each staff member to develop a 3-year professional learning plan which will be used to create an Annual Goal Setting process.

Wellbeing

- In 2021, St Ann's School will investigate co-curricular activities for students before and after school.
- By the end of 2021, St Ann's students will have an 80% attendance rate.

Goals – Strong Catholic Identity	Progress	Future Action
Teachers will use effective and expected practices for short term planning cycles in RE.	Achieved	Continue to use as an ongoing practice.
By the end of 2021 St Ann's core values will be established within the school community. Continue to build our story within the whole community.	Achieved	Continue to focus on our core values in 2022.
During 2021, St Ann's School will continue to embed Catholic Perspectives across Health and begin implementation in English.	Ongoing	Look to expand in other KLA's in 2022.
Goals – Learning & Teaching	Progress	Future Action
Provide professional development opportunities with staff, both internally and externally, in BCE's Effective and Expected practices in teaching literacy in English.	Achieved	Continue to develop
Continue to build staff capacity in BCE's High Yield Strategies to support Effective and Expected practices, particularly in Review and Response and Learning Walks and Talks.	Achieved	Continue to develop with a focus on Learning Walks and Talks in 2022.
Build teacher capacity in differentiated learning and implement planning documents to accurately represent the diverse needs of students.	Achieved	Continue to develop
Goals – Our People	Progress	Future Action
Meet with each staff member to develop a 3-year professional learning plan which will be used to create an annual goal setting process.	Ongoing	Continue to develop in 2022.
Goals – Wellbeing	Progress	Future Action
In 2021, St Ann's School will investigate co-curricular activities for students before and after school.	Achieved	Continue to develop
By the end of 2021, St Ann's students will have a 80% attendance rate.	Achieved	Continue to develop

Future outlook

In 2022, St Ann's School will continue to develop foundation strategies and procedures which support the development of our students. Our Literacy goals will be directly aligned with data obtained from 2022 and data trends.

St Ann's School is looking forward to increasing the interaction with our wider community in 2022 and look forward to developing ways that our families can be connected with the learning experiences at the school.

Our Annual Goals for 2022 are:

Strategic priority	Goal (Improvement area)	Success measures	Strategies for improvement	Timeline
Catholic identity (Primary Focus)	Build teacher capacity in the area of scripture	Provide ongoing professional development for teachers focusing on the implementation of scripture in the RE Curriculum	Ongoing professional development during allocated twilights, staff meetings and teacher planning release	Semester 1 – PD Day workshops, Twilight with EO-RE Semester 2 – Refresher workshops
	Develop a student leadership framework for students in Year 5 – 6	Develop a social action & justice plan Leadership opportunities	Develop, implement and review each term	Semester 1 – Develop framework Semester 2 – Implement framework
Learning and teaching (Primary Focus)	Build effective literacy practices in guided reading and spelling	Target 1 – reading plans that identify guided reading opportunities are responsive, updated and uploaded to the portal Target 2 – explicit planning for contextualised spelling is evident in short cycle planning	Online professional development. Allocated staff meetings and teacher planning release	Semester 1 – professional development in guided reading and spelling. Collection and analysis of reading and spelling data Using spelling data and BCE spelling resources to support short cycle planning in English Semester 2 – Reading plans are responsive and updated Explicit planning for spelling is evident in short cycles
	Embed capacity in the new Australian Curriculum with a focus on assessment and moderation	Target 1 – understanding of the new changes to the Australian Curriculum Target 2 – moderation of assessment is a formal process which is conducted twice a year in RE and another subject	Online professional development. Allocated staff meetings and teacher planning release	Semester 1 – professional development about the new changes to ACARA – English, Maths, Science Semester 1 Reports Moderation Semester 2 – CTJ moderation, Semester 2 Reports moderation
Wellbeing (Primary Focus)	Complete a Student Protection audit across the community to ensure high quality practices in securing student safety	Clear and identifiable structures and processes that inform our practice	Co-construct a Student Protection audit with the community Complete the Student Protection audit with the community Implement necessary actions to protect students within the community Reflect on the Student Protection audit process and make any necessary changes	The beginning of each Term

Strategic priority	Goal (Improvement area)	Success measures	Strategies for improvement	Timeline
	Investigate the implementation of the Student Voice initiative in 2023 with the Student Protection Officer – Student Protection	Create a plan for implementation of the Student Voice initiative for 2023	Engagement with the St Ann's Student Protection Team and BCEO Student Protection Officer regarding the Student Voice initiative	Start Term 1, 2022 with an expected completion in 2023
Our people (Primary Focus)	Building staff capacity in the AITSL Professional Standards	Complete a staff self-assessment at the beginning of the year	Identify areas where staff need support and prioritise these areas in our Staff Meetings	The completion of 2022
Diversity and inclusion (Primary Focus)	Implementing the St Ann's Reconciliation Action Plan (RAP)	The completion of the Reconciliation Action Plan (RAP)	Develop RAP Team Organise scheduled meetings	The completion of 2022
Organisational effectiveness (Primary Focus)	Establish effective processes for St Ann's staff to teach and lead with Love, Faith, Hope and Courage	Undersanding of AITSL standards and Role Statements Annual Performance Development plans (PDP)	Professional Development on AITSL standards Completion of "What does a St Ann's Teacher look like?" Complete and review PDP	Throughout 2022 End of Semester 1 Term 1 and Term 3

Our school at a glance

School profile

St Ann's Catholic Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	176	85	91	10

Student counts are based on the Census (August) enrolment collection.

St Ann's, Redbank Plains is a welcoming and inclusive school where all skills and talents are valued and celebrated. We commemorate the importance of our Indigenous heritage and recognise the Traditional Custodians prior to every whole school gathering. All children are treated equally and given equal opportunity in their educational and extracurricular activities. We have a diverse blend of students who were born in Australia, or who now call Australia home but who were born overseas. Ethnic backgrounds and Religions are always taken into account when planning special occasions that may involve particular religious celebrations. This is also celebrated and supported through our EALD teacher.

St Ann's students are drawn predominately from the suburbs of Redbank Plains, Collingwood Park and Bellbird Park. St Ann's, Redbank Plains, we ensure that any students with disabilities are provided with necessary adjustments to support their learning and engagement at school. These students are included annually in the Nationally Consistent Collection of Data (NCCD) for students with disabilities and includes those students at the school who have an EAP Verification. In 2021, 24 students were included in the school's NCCD count of students with disabilities who require a supplementary, and in some cases substantial, level of adjustment at school in order to participate effectively and access the curriculum.

Curriculum implementation

Curriculum overview

Our school vision is committed to the progressive development and implementation of educational strategies that equitably best serve the learning needs of all children in preparation for their life as active and informed citizens.

To support our educational vision, we observe the Alice Springs (Mparntwe) Education Declaration (December 2019) which promotes equity, excellence and life-long learning for children, educators and leadership.

St Ann's Primary School applies the Australian Curriculum and the Brisbane Catholic Education Religion Curriculum for planning, assessing, monitoring, reviewing and reporting of all nine learning areas – Religion, English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages. Our pedagogical approach is shaped by Brisbane Catholic Education's Model of Pedagogy which underpins our Expected and Effective practices and is additionally influenced by the work of John Hattie's model of Visible Learning.

The process of planning, assessing, monitoring, reviewing and reporting for student's is a collaborative effort between the classroom teacher, support teams and leadership. At St Ann's we highly value the importance of this process and ensure budgeting supports ongoing release for teachers. A collective effort from everyone is a priority and support team involvement to assist in differentiation and

adjustments. Leadership involvement provides consistency in school and system messages and ongoing discussions with teachers inform future priorities for strategic planning in teaching and learning.

Data informs the 'next steps' in all planning that we do at St Ann's Primary School. Data informs our differentiation and learning experiences for students and draws attention to areas needed in building teacher capacity. Data that informs our 'next steps' is taken from, BCE monitoring tools, Consistency in Teacher Judgement (CTJ), PAT Testing, NAPLAN and teacher designed assessments. Teachers use Australian Curriculum assessment exemplars as the basis for all planned assessments. To further maintain our data priority we have a data wall displaying each student's achievement and growth, we inform our community each semester of our data through the report card process.

Our planning documents display implementation of the Australian Curriculum and include the Achievement Standard which describe the depth of understanding, knowledge and skill expected of students at each year level, Content Descriptors which specify what students will learn, General Capabilities and Cross Curriculum Opportunities. We also implement Visible Learning with learning intentions that explicitly share what content is being taught and Success Criteria to ensure all learners achieve and can further their learning. Accompanying this are the Learning Progressions, Five Contexts of Learning (P-2), explicit teaching of phonics in context/spelling/vocabulary and opportunities for assessment.

Timetabling of the Australian Curriculum at St Ann's Primary to maximise learning is a priority. We ensure that our P-2 cohorts are immersed in contextualised English every morning session for ninety-minutes each day. We focus on doing short cycles of planning in all areas of learning with English and Religion planned for on a four-weekly basis with the remaining learning areas on a five-weekly basis. We believe that short cycles of planning are more responsive and engaging for both our teachers and students.

Furniture in all our classrooms supports different learning styles for our students and teachers. Classrooms are equipped with tables of differing shapes that allow for big and small group work. Lap desks are provided for independent work with ergonomic chairs suited for busy children. Class displays reflect what is being taught and are student created. We are an Apple School with short throw projectors and Apple TVs in all learning areas. Students in Year 4 and Year 5 are in a 1:1 iPad learning environment with the rest of the school working, on a 1:3 iPad ratio. All teachers are equipped with Apple Mac laptops and have access to document cameras.

As a foundation school, P-4 in its' second year, we have prioritised support in classrooms to maximise learning for students. Three support teachers work across cohorts (Prep, Year 1, Year 2, Year 3 and Year 4) to provide students who need targeted support and extension in literacy and numeracy learning. Support teachers also work collaboratively with cohort teachers to support planning and assessment.

In 2022 our focus will again be on working towards a sustainable teaching and learning model for mathematics, giving more rigour and depth to designed assessment pieces and building a sustained practice in guided reading across the school.

Extra-curricular activities

St Ann's School is committed to providing an inclusive co-curricular program for our community. As our school grows we will offer both external and internal opportunities for our students. This will be an area of focus and development in 2021.

In 2020, the school developed external partnerships with:

- Fareshare – Rescue. Cook. Feed,
- St Vincent De Paul,
- Brisbane Lions AFL,
- Tennis Australia,
- Lions FC, and
- Commonwealth Bank

How information and communication technologies are used to assist learning

At St Ann's School, Redbank Plains, we provide opportunities for students to engage with technology in the interest of progressing learning engagement and achievement. As the use of technology has significantly increased in schools, we focus on teaching students to be responsible digital citizens. St Ann's, Redbank Plains educates all learners to become successful, creative and confident, active and informed and empowered to shape and enrich our world.

We combine a range of educational tools to build literate, engaged, creative, critical and productive students who can make a contribution to society. St Ann's School, Redbank Plains is a school community that is always striving to serve the needs of students in authentic ways.

Technological devices will be used by teachers and students at the school to advance these purposes. Recognising that students are at different developmental stages, the educational emphasis and access to technological devices, will differ across age groups to reflect this. Students learn confidently and competently to access technology through various learning tool devices. Students are taught that technology is a tool to assist in learning, and that the school drives technology, rather than be driven by it.

St Ann's School, Redbank Plains students will have opportunities to use online programs to assist and embed learning, produce assessment work using technology and to collaborate with peers through ICT. Teachers work with students to build their digital readiness by providing opportunities for digital citizenship and targeting foundational digital skills, including: the ethics of technology, word processing applications and keyboarding, Internet searching, researching and programming and coding. Teachers assist students through ICLT to develop effective strategies in flexible learning environments, modelling and promoting inquiry. Our philosophy that focuses on real world problems assists the students to recognise that devices are used as a learning tool and assists in developing different ways of learning and communicating.

Students have access to iPads in banks from Prep to Year 2 and our students in Year 3 and Year 4 have a 1:1 program. Each classroom is fitted with an Apple TV and short-throw projector and staff use the ICLT capabilities in their planning.

Social climate

Overview

St Ann's School, Redbank Plains is a new school in the Ipswich City region and is part of the Goodna Parish. The school caters for students from a diverse multicultural and socio-economic background and in our foundation years looks to build strong connections with the local community. We pride ourselves on an open and transparent communication base which recognises and values the mutual responsibility that parents/carers and the school have in the development of each child. We achieve this by creating a safe, inclusive and supportive culture which allows each child to learn at their own level and ability.

We have developed the "St Ann's Way" which is a Positive Behaviours for Learning (PB4L) strategy which is explicitly taught within our classrooms across the year. Our students are encouraged to display these positive behaviours both inside and outside the classrooms and are recognised with STANN cards every day. Our school community have a copy of this strategy which they are encouraged to utilise and support at home.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	96.6%
Teachers at this school have high expectations for my child	96.3%
Staff at this school care about my child	96.6%
I can talk to my child's teachers about my concerns	96.6%
Teachers at this school encourage me to take an active role in my child's education	86.2%
My child feels safe at this school	96.6%
The facilities at this school support my child's educational needs	93.1%
This school looks for ways to improve	96.4%
I am happy my child is at this school	96.6%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	94.7%
School staff demonstrate this school's Catholic Christian values	94.7%
This school acts on staff feedback	94.7%
This school looks for ways to improve	89.5%
I am recognised for my efforts at work	94.7%
In general students at this school respect staff members	94.7%
This school makes student protection everyone's responsibility	94.7%
I enjoy working at this school	94.7%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

St Ann's School, Redbank Plains has started to provide the following opportunities for our parents to be actively involved at the school:

- Parent Engagement sessions,
- Parent Information Evenings,
- Parent-teacher interviews,
- St Ann's School Board,
- Tuckshop Committee,
- Fundraising Committee,
- Fortnightly Newsletters,
- School Gatherings, and
- Religious Celebrations.

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.

How to access 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

Description	Teaching Staff*	Non-Teaching Staff
Headcount	18	11
Full-time Equivalents	14.1	7.0

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate diploma etc.**	1
Bachelor degree	15
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

- Short cycles of planning with PLL every 4 weeks,
- Effective and Expected practices,
- High Yield Strategies,
- English,
- Religious Education and Relationship and Sexual Education Curriculum,
- Differentiated Learning and Inclusive Education,
- Student Protection.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 74.2% of staff was retained by the school for the entire 2021. As a new school St Ann's, Redbank Plains increased staff numbers by approximately 20% in 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	92.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.2%

Average attendance rate per year level			
Prep attendance rate	92.3%	Year 4 attendance rate	90.9%
Year 1 attendance rate	93.3%	Year 5 attendance rate	N/A
Year 2 attendance rate	90.0%	Year 6 attendance rate	N/A
Year 3 attendance rate	92.7%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Activity	Requirement
Attendance Marking	<p>Attendance will be marked for all students each morning and afternoon by the class teachers at 9:00am and 2:00pm.</p> <p>The School Administration Officer will check this has been completed for classes at 9.15am and 2.15 pm daily.</p> <p>A phone call will be made to the teacher if the class roll is not marked on time.</p> <p>The APRE will be advised of unmarked and incorrectly marked rolls.</p> <p>Incorrectly marked rolls will be corrected by the teacher responsible for the class.</p>
Present Categories in eMinerva	<p>Students who are:</p> <ul style="list-style-type: none"> in class will be marked 'Present – In Class', in an alternate learning activity will be marked 'Present – Alternate Learning Activity', with Guidance Counsellors will be marked as 'Present – In-School Appointment', in sick bay will have their attendance category changed to 'Present – In Sick Bay' by the office personnel, participating in activities (excursion; camps etc.) will be marked accordingly by the teacher responsible for the activity, <p>These attendance categories must not be changed, unless the student is present in class and then the category should be changed to 'Present – In Class'.</p>

Activity	Requirement
	Students will only be marked as 'Present – Not Required to Attend' upon instruction from School Leadership.
Absent Categories in eMinerva	<p>Students who are:</p> <ul style="list-style-type: none"> not in class, and notification has not been received from a legal guardian, will be marked 'Absent – Unexplained', not in class, and notification has been received from a Legal Guardian, will be marked 'Absent – Explained', <p>When marking the roll, if teachers have received written information from the legal guardian regarding a student's absence from school, the teacher will enter the details (including absence category) into a log in eMinerva. If the legal guardian has informed the office of the absence, the School Administration Officer will enter these details into a log in eMinerva. Class teachers should enter any information regarding future planned absences of students by entering a Notified Absence into e-Minerva. If a student is away for three consecutive days (or earlier if concerned) the class teacher will contact the Leadership Team. Any student absent from school without explanation requires same day follow up and reporting to legal guardians on the day of the absence. If a student has been previously marked 'Present at school' but they are not in class without permission, the teacher is to ring the office and advise that the student is not present. Office personnel will then inform school leadership that the student is missing. They will then attempt to locate the student who will be dealt with according to the school's Student Behaviour Support Plan. Students will only be marked as 'Absent – Not Required to Attend', 'Absent – Truant' or 'Absent – Internal Suspension' upon instruction from school leadership.</p>
Unexplained Absences	<p>A notification will be sent to the student's legal guardian by approximately 9.30 am each day. The School Administration Officer will follow up any unexplained absences by contacting the student's legal guardian. Past unexplained absences are indicated by the red Unexplained Absence Alert icon on class rolls. When the class teacher receives written explanation of the absence from the student's legal guardian they will update the absence category and enter details into eMinerva with the details.</p>
Late Arrivals	<p>A student is considered to have arrived late any time after the 8.35 am bell. All students arriving late will sign in at the office and will be given a late slip. This slip needs to be presented to the teacher when arriving in class. If they do not have a late slip, they are to be sent to the office to sign in. If class teachers observe a student has made a habit of arriving late, or is late for three consecutive days, they will contact the student's legal guardian as per this procedure. An SMS message will be sent to the student's legal guardian advising their child has arrived late to school.</p>
Early Departures	<p>A student is considered to be leaving early any time before 2.45pm. All students leaving early will require notification from the legal guardian.</p>
SMS Messages	<p>Unexplained Absences: An SMS message will be sent to the student's legal guardian at 9.30am each day advising of any 'Unexplained' absences.</p> <p>Late Arrivals and Early Departures: An SMS message will be sent to a student's legal guardian advising of students who have arrived late or left early</p> <p>Any incorrect messages caused by incorrect roll-marking will be made known to the Leadership Team.</p>

Activity	Requirement
Non-Marking of Electronic Roll	<p>If the school computer system is offline, hard copies of all class rolls will be provided by the office. Once the system is online the class teacher will mark the roll so that the records are correct. This may be done the next day if necessary. Only administrators can amend marked rolls in consultation with the APRE.</p> <p>In the event of an evacuation, hard copies of rolls will be taken to the evacuation area to be marked by class teachers. Class teachers will advise the APRE of any unexplained absentees.</p> <p>During a lockdown the roll will not be marked.</p>
Activities	<p>An activity will be entered into eMinerva for students attending excursions, camps and other school-based activities.</p> <p>A yellow alert will appear next to the student's name on class rolls to indicate the student has a timetable clash. The activity will be marked by the staff member responsible for the event, e.g. 'Present – Work Study'; 'Present – Excursion'. This attendance category will inherit through the rest of the student's timetable for the day.</p> <p>These attendance categories must not be changed, unless the student is present at school and then the category should be changed to 'Present – In Class'.</p>
Relief and supervising Staff	<p>Relief staff will have access to the school portal and eMinerva using their own BCE username and password and are to mark attendance in eMinerva for each class they are supervising.</p> <p>Teaching staff conducting supervision will mark attendance in eMinerva for the class they are supervising.</p>
Part-time Students	<p>Part time students will sign in and out of the school office on arrival or departure as per arrangements made.</p>
Mobile Attendance Application	<p>Teaching staff wishing to use this application can access it via their school portal and entering their BCE username and password. The User Guide – Mobile Attendance Application should be read prior to use.</p>

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

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

A screenshot of the My School search interface. It features a dark red header bar with a search input field on the left, three dropdown menus labeled 'School sector', 'School type', and 'State', and a magnifying glass icon on the right.

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



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



Notes:

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