



**Our Lady of Lourdes
Primary School,
SUNNYBANK**

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.

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Our Lady of Lourdes Primary School was opened by the Sisters of St Joseph in 1952. The school caters for children from Prep to Year 6. In the footsteps of the Sisters of St Joseph and their founder, Blessed Mary MacKillop, the school aims to provide a life-giving experience wherein each child learns those things that are essential to live a full Christian life and grow, in time and over time, to Christian maturity. The spiritual development of the students is supported through the school's religious education program, participation in school liturgy and prayer and community activities to financially support charities.

The school's strong focus on literacy and numeracy combined with opportunities for children to enjoy rich experiences in music, art and physical education contribute to a broad educational experience for our students.

A building plan has resulted in the provision of modern classroom facilities with access to internet and digital technologies. A new Resource Centre, Learning Support offices and contemporary, collaborative learning spaces are due for completion mid-year 2021. An outside-school-hours care facility is adjacent to the school.

School progress towards its goals in 2021

The learning goals for 2021 were to improve student performance and engagement in reading, writing and assessment. This was achieved through various professional development opportunities offered to staff.

Across the year the school has looked at the best attributes for learning and working through these with the students has helped provide a sense of focus for all of our students. The school community has been working to enhance excellent learning and students come to school understanding the value of education and looking forward to their participation in their own learning.

Build teacher capacity in theological and scriptural knowledge to inform Religious Education and Catholic perspectives across the curriculum through professional development. - **ACHIEVED**

Deepen teacher and student capacity to engage in formation experiences through developing an increased knowledge and understanding for our Catholic story. - **ACHIEVED**

Strengthen the school's connection with its Catholic story and tradition through its creation of Junior Joey's (Social Justice Group) for students in Years 4-6. – **ACHIEVED**

Develop co-teaching approaches and contemporary spaces for staff to share collaborative ownership of data which informs the Our Lady Of Lourdes expected and effective practices to enhance student engagement and deeper learning. – **ON GOING**

Optimise the use of technology to support 21st century teaching and learning to develop students as local and global citizens in a digital world. – **ON GOING**

Utilise the Curriculum Delivery plan to ensure it is at the heart of all learning and teaching at Our Lady of Lourdes to enhance student engagement and deeper learning. – **ON GOING**

By the end of 2021, students in P-2 will maintain or exceed targets in PM Benchmarks (>90%):

Prep

- Concepts about Print – 100% have reached the BCE target
- Sound Letter Knowledge (Letter) – 97.5 have reached BCE target of 54
- Sound Letter Knowledge (Sound) – 97.5 have reached BCE target of 54
- Reading Benchmark (Level 1+) – 100% have reached level 1
- Reading Benchmark (Level 5+) – 71.6% have reached BCE target of level 5

Year 1

- Reading Benchmark – 83.7% have reached BCE target of Level 14-18

Year 2

- Reading Benchmark – 83.7% have reached BCE target of Level 14-18

Year 3

- Reading Benchmark – 67.9% have reached BCE target of Level 22-26

By the end of 2021, students in Year 3-6 will maintain or exceed targets in Writing (>90%):

Year 3

- Writing Analysis – 82.2% have reached BCE target of 20

Year 4

- Writing Analysis – 97.7% have reached BCE target of 20

Year 5

- Writing Analysis- 95.6% have reached BCE target of 20

Year 6

- Writing Analysis – 87.7% have reached BCE target of 20

The key items listed below highlight the strategies enacted to support our improvement priorities and school goals from our Annual Implementation Plan:

- Increased teacher pedagogy. Purchased quick reference guides for each cohort outlining- 'The formative Assessment Learning Cycle', 'Understanding Differentiated Instruction', 'Giving Students Effective Feedback'.
- Continue to build teacher capacity during INSPIRE sessions - Increase pedagogy on The Australian Curriculum (Achievement standard and content descriptions); consistent structuring of lessons from Prep-Year 6 'Whole-part-whole' model and 'Gradual Release of Responsibility Model'; differentiation included in all lessons as outlined in planning documents; incorporated formative and summative assessment in planning, teaching and assessment; continue incorporating 'low floor-high ceiling' tasks in Mathematics with enabling and extending prompts.
- Continue Data Deep Dive sessions – 'Notice and Wonder' discussion around the data wall. Individual reading goals assigned to all students Prep-Year 3.
- Continue collaborative process – 'Learning Walks and Talks'. Scheduled weekly. 1 classroom teacher visits two cohorts. Increases teacher capacity.

- Continued use of Data Analysis Templates for Prep-Year 6. All student data is recorded showing progress and support (EALD, ST:IE, School Officer, LET, PLL). Template is updated twice a term by PLL.
- Term 4: LET and Early Careers Teacher visited St Stephen's School for 1 day. The LET and ECT observed contemporary practices in planning, teaching and assessment.
- 'Data Deep Dive' with Administration Leaders once a week. Review data and discuss support.
- Continue Implementation of building capacity- ST:IE (Student Teacher: Inclusive Education) attends INSPIRE sessions (20 mins) with PLL and Classroom teachers. ST:IE supports teachers in planning and reviewing adjustments for learners.
- Continue incorporating EALD support into English and Math planning documents.

We acknowledge our students and staff achievements in engaging in the above strategies and successfully achieving many of our learning goals. While we set aspirational reading targets/goals we were very close to achieving these.

Future outlook

The explicit improvement agenda for 2022 will focus on gaining improvements in:

- Build teacher capacity in theological and scriptural knowledge to embed Catholic perspectives in planning and teaching across all Key Learning Areas.
- Deepen teacher and student capacity to collaboratively lead formation experiences through developing an increased knowledge and understanding of our Catholic story.
- Deepen parents' capacity to engage in formation experiences through developing an increased knowledge and understanding of our Catholic story.
- Enhance whole school engagement with the Whole School Curriculum Delivery Plan and implement expected and effective practices to enhance pedagogy, student engagement and deepen learning.
- Develop co-teaching pedagogy and contemporary learning spaces to enhance student engagement and progression in learning.
- Build teacher capacity in digital technologies by implementing the SAMR model framework to have positive impact on teaching and learning.
- By the end of 2022, students in P-2 will maintain or exceed targets in PM Benchmarks(>90%).
- By the end of 2022, students in Yr 3-6 will maintain or exceed targets in writing (>95%).
- By the end of 2022, at least 90% of students or more will be attending school 90% or more of the time.
- Develop a team of talented, cohesive staff committed to the 'OLOL Way of Working' through an effective induction program for new staff and the development of emerging leaders.

Our school at a glance

School profile

Our Lady of Lourdes 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	566	300	266	2

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

Our Lady of Lourdes is a welcoming and inclusive Catholic school. Our Lady of Lourdes Catholic Primary School caters for children from many and varied backgrounds, ability levels and cultures with 30% having English as a Second Language. 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 religion are always taken into account when planning special occasions that may involve particular religious celebrations. Despite cultural and language diversity, Our Lady of Lourdes has found cohesion and group identity.

We currently have 2 students enrolled who are from an Indigenous background. We draw our enrolment from the suburbs of Sunnybank, Sunnybank Hills, Runcorn, Parkinson and Underwood. Students also travel distances to attend our school, attracted by our years of tradition with some parents who attended Our Lady of Lourdes returning to educate their own children. The school currently has waiting lists for most classes. A few students transition to high schools after Year 4 but most students complete Year 6 then choose to attend the following schools: St Thomas More College, Clairvaux-MacKillop College, St Laurence's College and All Hallows.

At Our Lady of Lourdes, 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; this latter group of 20 students includes those with diagnoses of Autism Spectrum Disorder, Hearing Impairment, Speech-Language Impairment, Intellectual Disability and complex Social Emotional Disorders). In 2020, 46 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

Education is our core business. This is inclusive of the Christian focus we provide that stems from the Catholic faith we promote. Our school is committed to the progressive development and implementation of educational strategies that will best serve the learning needs of children in preparation for their life in the 21st century. The curriculum is diverse, to provide a range of learning opportunities and caters for the individual style of learning that each child requires. We believe that students are life-long learners and that the curriculum must be dynamic and continually changing. Curriculum is delivered in a way that is engaging and purposeful.

Our Lady of Lourdes pedagogical approach is underpinned by John Hattie's Visible Learning model and Michael Fullan's Coherence Framework. Learning Intentions alert students to the content being taught.

Success Criteria are co-constructed to ensure all learners enjoy an opportunity to achieve and further their learning. Our Lady of Lourdes is a 1:1 iPad environment from Years 2 to 6 with banks of iPads available for students in Prep and Year 1. Learners enjoy the opportunity to connect, communicate and collaborate with their peers, their teachers and with the wider community.

Our Lady of Lourdes school follows the Australian Curriculum and offers a modern teaching and learning environment with an emphasis on the development of a Catholic understanding of the world through the development of literacy and numeracy as well as healthy students both physically, mentally and spiritually in the tradition of St Mary of the Cross MacKillop. This emphasis is combined with opportunities to enjoy rich experiences in music, visual arts and physical education leading to a broad educational experience for our children.

As a contemporary educational setting Our Lady of Lourdes:

- offers students a holistic education that focuses on personalised learning and encourages personal growth based on Christian values and BCE's Moving Forward Strategy
- encourages students to develop knowledge and understanding of other cultures, languages, environmental and social issues
- offers learning programs that are structured under the organisers of the Australian Curriculum and considers differentiation for learners at all levels of learning
- offers Brisbane Catholic Education's Religious Education Curriculum
- enables a whole school focus with teacher's collaboratively engaging with the 4C's (co-planning, co-teaching, co-debriefing and co-reflecting) to ensure all subjects of the Australian Curriculum are accessible to our learners
- ensures that teachers identify, gather and interpret data information about student achievement and learning in order to improve, enhance and plan for further learning.

Teachers respond to data and their planning shows differentiation in planning and delivery. A variety of strategies have been identified as priorities by our learning community which are data-driven and research-based. In recent years, we have put energy and resources into developing the knowledge of our teachers in implementing a contemporary approach to delivering the curriculum. This has involved the use of intensive literacy support for students to successfully engage in their learning with the use of local funds to employ specialist teachers and school officers to support this program.

Our Lady of Lourdes collated student data across reading and writing using consistent assessment tools and created a data wall displaying each student's achievement and growth. This has been a major shift in the pedagogy of our staff and early indications from data gathered show improvements in student engagement and creativity.

Extra-curricular activities

Our Lady of Lourdes proudly offers a wide and varied range of extra curricula activities. Our Lady of Lourdes strives to provide for and meet the needs, interests and talents of all students.

A comprehensive range of these activities include:

- | | |
|---|--|
| • School Choir | • Tennis |
| • Queensland Catholic Music Festival | • Basketball |
| • Instrumental Music Lessons | • Swimming lessons |
| • Ensembles | • Sunnybank Swim Club |
| • Dance Cart Program | • Cross Country |
| • AusKick | • Representative Team membership in varied sporting fields |
| • Book Fairs | • Year 4 Camp |
| • Chess | • Year 5 Camp |
| • State Netball Carnival | • Year 6 Camp |
| • Interschool and Cluster Sporting Events
e.g. swimming, athletics | |

How information and communication technologies are used to assist learning

At Our Lady of Lourdes, 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. Our Lady of Lourdes 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. Our Lady of Lourdes 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.

Our Lady of Lourdes 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 and Year 1 and students in Years 2 to 6 have a 1:1 program. Each classroom is fitted with an interactive TV and staff use the ICLT capabilities in their planning.

Social climate

Overview

Our Lady of Lourdes is an inclusive Catholic learning community developing the intellectual, social, emotional and spiritual growth of the child in a harmonious and productive environment. One of Our Lady of Lourdes' strengths is the fostering of its strong caring community. A common theme of the comments made by students, staff and families is the special spirit that is engendered by the school.

Parents and students genuinely appreciate the dedication that staff show in the education, pastoral care and emotional well-being of each student. We have a proactive and positive Parent and Friends Committee who are involved in many events throughout the school year including hospitality, fundraising events, information sessions for parents and attendance at whole school events such as assemblies, liturgies and Masses.

Our Lady of Lourdes strives for exceptional learning and teaching while empowering students to become loving and responsible citizens as governed by a Catholic ethos.

Our Lady of Lourdes offers the latest in teaching and learning, technology and extra-curricular activities. Our aim is to provide students with a stimulating curriculum – enriched by Gospel values – that develops strong, confident individuals who are well equipped for secondary school and beyond.

Our Guidance Counsellor works to address social and emotional barriers to learning by supporting classroom teachers in building capacity, offering individual and small group support for identified students and assists parents of these students in developing strategies for success. The Guidance Counsellor also supports the whole school delivery of teaching social, emotional and safety skills and supports the implementation of this through involvement in Circle Time. Our Guidance Counsellor also coordinates various bullying awareness activities, as well as individual class programs, Say NO to Bullying Day Initiatives, Friendship Clubs, Rock & Water, Body and Mind Groups and supports school wide positive behaviour supports.

Our Pastoral Support Team consists of our Guidance Counsellor, School Chaplain and Assistant Principal: Religious Education. Our Pastoral Support Team works collaboratively to reach out and give practical support to vulnerable students and their families.

Our School Chaplain assists in the development of supportive relationships among students assisting with the maintenance of healthy social skills and friendships and promoting student wellbeing, emotional resilience, positive relationships and a sense of community.

Bullying is not tolerated at Our Lady of Lourdes with a clear school wide policy to bullying that involves working with the children and families of the person demonstrating bullying behaviours, the victim and the onlookers using a restorative practices approach with all concerned. A full description of Our Lady of Lourdes Positive Behaviour for Learning and Bullying Policies are located on the school's website in our Child and Youth Risk Management Strategy and our Student Behaviour Support Plan.

Our Student Support Team, in active collaboration with teachers, closely tracks the learning needs of children with difficulties and disabilities who require differentiated teaching to access the Curriculum. Students who are achieving well above year level expectations or have been identified as being in the gifted range are also supported by the Student Support Team. The Our Lady of Lourdes Guidelines for Gifted Education and the Aspire Program can be found on the school's Parent Portal.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student 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	97.9%
School staff demonstrate the school's Catholic Christian values	94.1%
Teachers at this school have high expectations for my child	93.1%
Staff at this school care about my child	93.0%
I can talk to my child's teachers about my concerns	96.5%
Teachers at this school encourage me to take an active role in my child's education	89.4%
My child feels safe at this school	95.8%
The facilities at this school support my child's educational needs	94.4%
This school looks for ways to improve	85.6%
I am happy my child is at this school	88.6%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	92.1%
I enjoy learning at my school	91.9%
Teachers expect me to work to the best of my ability in all my learning	98.1%
Feedback from my teacher helps me learn	96.2%
Teachers at my school treat me fairly	92.4%
If I was unhappy about something at school I would talk to a school leader or teacher about it	74.4%
I feel safe at school	84.8%
I am happy to be at my school	89.4%

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	76.9%
School staff demonstrate this school's Catholic Christian values	88.7%
This school acts on staff feedback	51.9%
This school looks for ways to improve	94.2%
I am recognised for my efforts at work	58.5%
In general students at this school respect staff members	90.6%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	77.4%

[#] '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

Our Lady of Lourdes provides many opportunities for students, teachers and parents to liaise, correspond and discuss programs and progress. Students, parents and staff see Our Lady of Lourdes School as a welcoming community where children are cared for in a supportive environment which nurtures their sense of belonging and heightens their self-worth. P&F and School Board Minutes of Meetings and School Newsletters provide a comprehensive overview and feedback mechanism for the school community. In addition, feedback to the principal through Enrolment Interviews from new families consistently endorse the positive reputation of Our Lady of Lourdes School.

Our parent body is highly engaged and actively contributes to the life of the school. Our philosophy is that the parents are the first and foremost educators of their children. We have provided opportunities for parents to be involved at every stage and at every level of their child's education. Involvement of parents includes: Professional Learning Development for parents, Parent Representative Program, assisting in class with learning activities, assisting with school excursions and sports days, volunteering in classrooms, attending social functions, attendance and participation in school liturgies, attendance at Parent Information evenings, focus forums and parent teacher interviews, communication through Parent Portal, emails and newsletters.

Parents are included in the consultative process in regard to students with diverse needs who require adjustments to access the curriculum and participate fully in school. The student support team, in collaboration with teachers and parents, closely track the learning needs of these students. Communication with parents is regular and for the purpose of improving educational outcomes.

Establishing trust is essential for profound learning to occur. The trust created is determined by the relationships we establish and actively sustain. Establishing effective and positive relationships with students and their families by teachers and the leadership team of Our Lady of Lourdes is viewed as the key to creating a culture of trust. Connecting with students and their families regularly and displaying authentic interest in the students will build a culture where teachers, students and families work together to assist to achieve improved student learning and achievement. It is more about emotional connectedness than cognitive or physical connectedness.

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.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The 'Find a school' button is highlighted in a darker shade of blue.

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

A rectangular button with the text 'View School Profile' in a dark blue font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows the navigation bar of the My School website. It contains several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is highlighted in a darker shade of blue.

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	42	24
Full-time Equivalents	34.1	12.1

*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	8
Graduate diploma etc.**	8
Bachelor degree	25
Diploma	1
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:

- Reboot
- Religious Education
- Catholic Identity
- Student Protection
- Staff Spiritual Formation
- PB4L
- ICT
- NUMA
- NCCD
- Coaching
- Restorative Practices
- Staff Charter
- Co- Teaching Essentials
- Flexible Learning and Collaborative Teaching
- Co-Teaching Formation Days- Establishing Ways of Working
- Workplace Health and Safety
- Whole School Curriculum Delivery Plan
- Regular short-term planning opportunities for each year level team to plan with the Primary Learning Leader

The proportion of the teaching staff involved in professional development activities during 2021 was 95%.

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, 97 % of staff were retained by the school for the entire 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	94.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.8%

Average attendance rate per year level			
Prep attendance rate	94.2%	Year 4 attendance rate	94.1%
Year 1 attendance rate	95.6%	Year 5 attendance rate	94.8%
Year 2 attendance rate	93.9%	Year 6 attendance rate	91.2%
Year 3 attendance rate	94.9%		

*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

The attendance roll at Our Lady of Lourdes is completed twice a day by the class/supervising teacher. Records of trends of absences are monitored through our BI data. Where there becomes extended times of absence or regular late arrivals/early departures, the class teacher will initially establish a conversation with the family to understand these trends and discuss ways to address them. Where this trend continues our Assistant Principal will contact the family to support the family to improve attendance rates. Communication of the importance of school attendance and arriving on time is shared with all families.

Rolls are marked twice a day by teachers, at 8:40am and 2:10pm, through the school electronic system. Students arriving late are required to be signed in by a parent and receive a late slip to notify teachers that the roll has been updated. Parents are asked to communicate to the school if their child is not attending school for a day and to give an explanation as to the reason their child is not attending.

A SMS message will be sent to students' main contact at 9.30am each day advising of any 'Unexplained' absences to ensure students are safe at all times. Any student that remains marked as an 'unexplained' absence is followed up.

Key strategies being used to increase attendance include messages about the importance of attendance to student learning being displayed throughout the school and regularly mentioned in newsletters. Attendance reports are run every 5 weeks and parents contacted if a student is regularly late or absence exceeds 10%.

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](http://www.myschool.edu.au/) 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.

A screenshot of the search bar on the My School website. It features a search input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

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



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



Notes:

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