



Jinibara State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Jinibara State School has been proudly serving the community of Narangba since 1996. More than 800 students attend our school where they experience success, develop as life-long learners, and confidently master new skills. Our Prep to Year 6 curriculum embeds the Australian National Curriculum, including French as the LOTE subject, and is augmented with Early Intervention, Extending Learners and support for all student target groups including Students with Disability, Indigenous students and those living out of home care. Classroom teaching programs are balanced and provide for innovative learning experiences that build on from the solid foundations of English and Mathematics. Our school is active in the community participating in Anzac Day, various academic and extra-curricula competitions (eg English, Maths, public speaking, sport, choir and instrumental music). Our Guidance Officer and Chaplain address the social, spiritual and/or ethical needs of students. The value of the parental role in education is well recognised at Jinibara. Parents are encouraged to become actively involved in the school, with our Parents and Citizens Association fostering cohesion within the school community and providing additional resources critical to our continued success. Our School Council provides ongoing strategic advice to the Principal to ensure the school's continuous improvement agenda continues uninterrupted.

At Jinibara State School our vision is for our school to be a *professional learning community* that inspires minds, creates opportunities and helps shape the future for our community.

Our purpose is to develop students who become;

- Lifelong learners who are knowledge creators, technology savvy, problem solvers, innovators and effective communicators who share ideas with others and respond positively to change
- Global citizens who have relationships based on fairness and tolerance, are culturally competent and able to connect locally and globally
- Successful people who set goals, are resilient, able to create opportunities and are confident in pursuing their passions. They take personal responsibility for their learning and their behaviour.

We believe that every student can learn, literacy is the key to all learning and great teaching makes the difference in every classroom every day.

Jinibara is proud to be a fully inclusive state primary school, catering for all students. Parents of Jinibara students value their child's primary education, have high expectations of their student and our school and share the school's aspirations for their student's continued schooling success.

The majority of current students reside in the immediate vicinity of the school, though a growing number travel from nearby suburbs and a small number from distant suburbs to attend our great state school.

School progress towards its goals in 2018

Reading

In 2018, Jinibara State School continued the sharp and narrow focus in the area of reading. The coaching and feedback cycle was specifically designed around building teacher knowledge and improving student outcomes in the area of reading. Clear quality standards were developed in each area of the Big Six of Reading including Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension. Quality teaching and learning in reading is evident in classrooms with continued improvement seen in school based data with the percentage of students meeting the North Coast Region benchmark improving from year to year. This work has translated into steady growth in student outcomes and will remain a priority area for Jinibara in 2019.

Mathematics

Mathematics continued to be a focus as part of the school improvement agenda. Teachers analysed mathematics assessment tasks, ensuring all tasks provided opportunities for students to engage with questions that are simple familiar to complex unfamiliar. This ensured all mathematics assessment tasks were rigorous and provided opportunities to demonstrate all levels of learning.

Refining the Pedagogical Framework

At Jinibara State School the Pedagogical Framework is based on Marzano's Art and Science of Teaching. Last year was a year to further embed the pedagogical framework and make explicit links to reading. Quality

standards have been developed and the pedagogical framework was used as a tool to further improve pedagogy and engage in professional discussion as part of the coaching and feedback cycle.

Attendance

Student attendance remains a core focus in 2018. The school monitors and contacts parents via an SMS messaging service on the day of the absence. Students also received awards for 100% attendance each term. Student attendance showed a small decline in 2018 with a 91.7 per cent attendance rate. This compares with 92.9 per cent for the same period in 2017. Students who are attending less than 85% of the time has increased from 10.6 per cent to 15.2 per cent.

Jinibara SS offered primary schooling Prep to year 6. C&K Kindy programs on site and nearby Child Care Service providers have continued to partner with Jinibara, allowing for a smooth transition of children to the Preparatory year at our school. The current and continuing emphasis of the school is on a;

- Safe and Disciplined learning environment
- Strong Australian Curriculum (AC) programs at or above local state school's expectations and is on-track for full implementation of the AC by 2020
- Strong continuity of learning experiences guaranteed for ALL students
- Professional Learning Community of academic staff focused on continuous improvement and the *Art and Science of Teaching (ASoT)* as our Pedagogical Framework
- Participation-based sporting opportunities, French LOTE, Instrumental Music by selection, Choir by participation
- Access to a variety of extra-curricular activities
- Outside School Hours Care (OSHC) to allow for smooth transitions from home to school for students of working parents.

Future outlook

In 2019 Jinibara will:

- Evolve our Head of Pedagogy (HoP) into a Deputy Principal (Curriculum) position and maintain our Head of Learning and Mentoring (HoLM) to deepen the mentoring and coaching initiatives so as to further enhance our teacher's pedagogical skills and deepen our knowledge and understanding of the Australian Curriculum and continue its implementation in line with DoE expectations for a 2020 full implementation
- Maintain Support Teachers, Literacy and Numeracy to intervene with those students who demonstrate the need for further learning support and support those students who demonstrate a need for further learning extension beyond the normal differentiated classroom instruction
- Renew the school's ASoT Pedagogical Framework to NASoT – the New Art and Science of Teaching
- Continue our focus on Reading and in particular refining the reading routines and procedures. Continue to improve the percentage of students achieving or exceeding the North Coast Region benchmarks
- Continue our strategies to strengthen and improve student attendance improving the percentage of students attending school in line with state schooling expectations
- Work with our coalition state school partners and regional staff to develop the "Coalition Road Map to Writing" in anticipation of embracing the teaching of writing as an addition to the school's Explicit Improvement Agenda for 2020
- Deepen our commitment to our local ECEC service providers through ongoing provision of Speech Language Pathology and Occupational Therapy support for the professional development of the local ECEC workforce and enhanced awareness for parents of the importance of early literacy skills and self-regulation for children.

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	715	743	784
Girls	319	337	374
Boys	396	406	410
Indigenous	16	23	31
Enrolment continuity (Feb. – Nov.)	96%	93%	94%

Notes:

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

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

Characteristics of the student body

Overview

The majority of students reside in the immediate vicinity of the school and through increased local urban development student population is growing. Jinibara is proud to be a fully inclusive state primary school, catering for all students. Parents of Jinibara students value their child's primary education, have high expectations of their student and our school and share the schools aspirations for their student's continued schooling success. The majority of Jinibara students transition to our local state high schools.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	24	23
Year 4 – Year 6	26	25	25
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

At Jinibara State School, the Australian Curriculum (AC) is implemented through the Key Learning Areas – English, Mathematics, Science, Humanities and Social Sciences (HASS), The Arts, Technology and HPE.

These learning areas are taught by classroom teachers and are supported by specialist teachers in the areas of Music, Instrumental Music, Physical Education, Digital Technology (1-4) and LoTE. Jinibara also has specialist support teachers who work with classroom teachers to differentiate the curriculum and to provide adjustments to the teaching and learning, maximising opportunities for all students to access and successfully engage with relevant and appropriate learning in classrooms.

C2C units are used as a resource to support the curriculum implementation in the learning areas of English, Mathematics, Science, HASS and Digital Technology. The school has begun to trial C2C units in the Arts, HPE and LoTE. The Curriculum units are also designed to build general student capabilities in literacy and numeracy, Information and Communication Technology (ICT), creative and critical thinking, social and personal skills, ethical and intercultural understanding. Jinibara continues to be on-track to fully implement the AC by 2020.

Jinibara State School continues to develop a broad, balanced and consistent assessment and reporting culture which aligns to the Australian Curriculum achievement standards. Assessment and reporting practices ensure regular feedback to students and parents on student achievement and progress.

Jinibara SS curriculum offerings also include:

- Science Maths Academy (Years 4 – 6) – Partnership with neighboring high school Narangba Valley State High School
- Digital Technology Focus Lessons (Year 1 - 4)
- English and Mathematics Block Teaching
- Oral Language and Phonological Awareness Focus Lessons (Prep -2) – Strong partnership with full time Speech Language Pathologist
- A strong focus on student personal and social wellbeing through the Bounce Back Program across P-6
- Bike Education - Year 4 (Road Safety Grant)
- Playgroup - one morning a week (Pre – Prep children)
- Languages Other than English – French
- Variations to School Routine through camps (Year 6), excursions, incursions and visiting performances. These are planned to coincide with and enhance particular units of work.
- Coalition partnership with neighbouring high school and primary schools – CO2 Race Day, Public Speaking, Maths and Science days (Years 4 – 7) – provided by Narangba Valley State High School teachers
- Instrumental Music
- Commonwealth Bank Start Smart Program.

Co-curricular activities

- Lunchtime Lego and Chess clubs
- Robotics club
- Student Council and Leadership Programs
- Skittles Junior Instrumental Music Program
- Senior and Junior Choir
- Annual Musical Performance
- Under 8's Day Celebration
- Book Week Celebrations
- After school sporting services access school facilities – eg - AUSKICK, Netball, Grasshopper Soccer, Tennis, Tae Kwon Do, Elite Fitness Trainer.

How information and communication technologies are used to assist learning

Information Communication Technologies (ICT) are present and available for student use in all classrooms. To complement classroom based computers, a computer laboratory is used by classes for large group and specialized instruction. Additionally, the Laboratory is used by students during small group research sessions and scheduled teacher instruction periods. The program capabilities of these facilities are continually being extended.

All permanent staff have a laptop and use these to prepare activities for students, record student behaviour, academic results, roll marking and tracking student's learning progress through One School.

Interactive whiteboards, interactive projectors or LED screens are present in all classrooms. Interactive whiteboard technology has supported the use of digital pedagogies. Teachers utilise ICT's as part of their pedagogical practice to support, enable or extend student learning. More recently tablet devices have been introduced to the lower years for enhanced student access

to the 'digital learning environment'. Mobile pods of laptops are used within classrooms from Year 3 – Year 6. Year 1 – 4 students also receive a digital technologies lesson across the week that is provided by a specialist Digital Technology teacher. These lessons are delivered in a dedicated STEM teaching block and the lessons have focussed on building student knowledge and understanding with digital systems, robotics and coding. Digital connectivity has been completed for our school and our school website has been updated and provides information about school events and procedures.

Parents receive information via an electronic newsletter, alerts and QSchools app.
A Computer Technician (Orange Card Holder) is engaged by the school.

Social climate

Overview

Jinibara State School has a well-defined 'Responsible Behaviour Plan for Students' that outlines clear expectations and levels of support for students. These expectations are documented and provided to all new enrolling families. An overview is provided with due explanation before the parent endorses a 'Partnership Agreement' which outlines what the school can expect from the parent and what the parent & child can expect from the school.

The outstanding success of Jinibara, its unique Classroom and School Climate that makes our school a safe, happy and productive learning environment, and a great place to be, stems from the following;

- Strong supportive links between school, parents and community
- Use of effective teaching, learning strategies and processes by academic staff
- Optimal classroom organisation, use of space, time, & resources that engage students
- School Discipline framed around (a) Motivation (b) Behaviour development (c) Teaching of responsibility
- Effective assessment and evaluation practices.

Teachers, students and parents are the three groups with the greatest stake in what happens in our school. The links between these three groups are of crucial importance in the development of a positive 'learning environment'. Parental participation in a child's education improves student achievement. We believe that the primary school years are a window of opportunity during which students can be taught to be responsible for their belongings, for their work, for their actions, for their talents and potential, for their character and for their choices. We celebrate student success and teach students to assume increasing levels of responsibility.

The School rules are:

I am Safe

I am Respectful

I am Responsible.

The Jinibara focus is on **Personal Responsibility** and the rewards for all participants within the school who work toward this and benefit from belonging to our school community. A clear expectation of student conduct exists on a daily basis. The expectation is that students learn to be responsible for their actions and meet their clearly articulated responsibilities to the school community. In turn the school teaches appropriate conduct and provides support through forums such as: recess debriefing, sharing assemblies, Fabulous Finch Program, CAP awards (Courteous Active Participation), Green Path Champions and celebratory opportunities, etc. A systematic and consistent approach to behaviour is implemented based on supportive intervention.

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)	92%	90%	88%
• this is a good school (S2035)	86%	88%	80%
• their child likes being at this school* (S2001)	92%	96%	94%
• their child feels safe at this school* (S2002)	89%	95%	90%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	89%	88%	82%
• their child is making good progress at this school* (S2004)	81%	90%	84%
• teachers at this school expect their child to do his or her best* (S2005)	97%	91%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	89%	87%
• teachers at this school motivate their child to learn* (S2007)	81%	91%	89%
• teachers at this school treat students fairly* (S2008)	81%	79%	83%
• they can talk to their child's teachers about their concerns* (S2009)	89%	93%	94%
• this school works with them to support their child's learning* (S2010)	86%	84%	80%
• this school takes parents' opinions seriously* (S2011)	74%	78%	67%
• student behaviour is well managed at this school* (S2012)	72%	77%	69%
• this school looks for ways to improve* (S2013)	82%	82%	71%
• this school is well maintained* (S2014)	86%	91%	81%

* 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%	92%	97%
• they like being at their school* (S2036)	92%	88%	89%
• they feel safe at their school* (S2037)	93%	91%	94%
• their teachers motivate them to learn* (S2038)	98%	92%	97%
• their teachers expect them to do their best* (S2039)	100%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	88%	96%
• teachers treat students fairly at their school* (S2041)	89%	87%	87%
• they can talk to their teachers about their concerns* (S2042)	91%	87%	90%
• their school takes students' opinions seriously* (S2043)	87%	79%	88%
• student behaviour is well managed at their school* (S2044)	84%	75%	80%
• their school looks for ways to improve* (S2045)	95%	91%	97%
• their school is well maintained* (S2046)	94%	84%	93%
• their school gives them opportunities to do interesting things* (S2047)	92%	89%	97%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	93%	95%
• they feel that their school is a safe place in which to work (S2070)	89%	96%	95%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	85%	89%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	85%	93%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	94%	98%	98%
• student behaviour is well managed at their school (S2074)	83%	80%	90%
• staff are well supported at their school (S2075)	72%	83%	85%
• their school takes staff opinions seriously (S2076)	74%	87%	87%
• their school looks for ways to improve (S2077)	90%	98%	95%
• their school is well maintained (S2078)	98%	98%	97%
• their school gives them opportunities to do interesting things (S2079)	80%	89%	84%

* 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

Community, parents and caregivers are welcomed into our school on a consistent basis. Opportunities for parents to engage in their child's learning include Parent/teacher interviews, school assemblies and presentations, annual events, celebrations and commemorations, Creative Arts Performances and the annual Musical.

All parents are invited to attend bi-monthly P&C Association Meetings held at the School Staffroom. Parents are encouraged to support according to their personal circumstance. Parents can support with fundraising events, school discos, student banking, Tuckshop, Student Supplies/Uniform Shop and the Chaplaincy Committee.

The school works in consultation with parents to ensure the best learning outcomes for every student. For students with diverse learning needs, teachers will determine appropriate adjustments that enable all students to engage in the curriculum and be successful at school. These adjustments are communicated with parents. Parents are encouraged to work in partnership with their child's teacher and engage in open communication.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Bounce Back program is an integral part of our Wellbeing Framework for students and teaches students the skills and strategies needed to be resilient when faced with challenges. The Bounce Back Program provides a framework to explicitly teach the core values of honesty, fairness, responsibility, support, cooperation, acceptance of difference, respect, friendliness and inclusion.

In addition to the Bounce Back Program that is explicitly taught each week, lessons around protective behaviours and personal safety are completed in the week we recognise 'Day for Daniel'. This focus is on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognize, react and report when they, or others, are unsafe.

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	91	117	88
Long suspensions – 11 to 20 days	0	2	0
Exclusions	0	3	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school continues to make good progress in minimising utilities and resource usage through rooftop solar panels and roofing downpipes being diverted into holding tanks for watering school grounds, with a future view of eventually flushing toilets with tank water. This is part of an ongoing commitment to reduce our ecological footprint and instil a sense of global responsibility in our staff and students for the future.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	198,318	197,411	198,221
Water (kL)	2,358	1,629	

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.

The screenshot shows the search interface on the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus for filtering: 'School sector', 'School type', and 'State'.

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 font.

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



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	57	40	<5
Full-time equivalents	53	27	<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	1
Masters	3
Graduate Diploma etc.*	11
Bachelor degree	41
Diploma	1
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$14 823

The major professional development initiatives are as follows:

- Coaching and Feedback Cycles across the year
- Peer mentoring and coaching with the Head of Learning and Mentoring for new staff and beginning teachers
- Work with regional staff on key improvement initiatives.

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	93%	93%	92%
Attendance rate for Indigenous** students at this school	90%	87%	87%

* 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

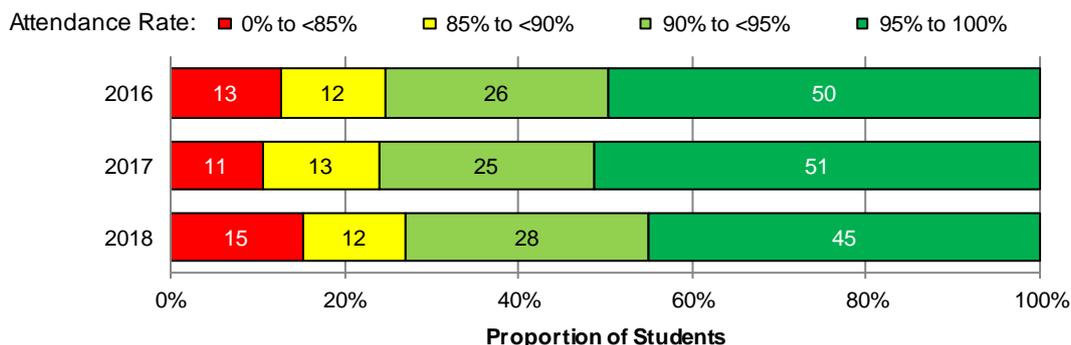
Year level	2016	2017	2018
Prep	93%	94%	91%
Year 1	92%	93%	92%
Year 2	94%	92%	92%
Year 3	92%	93%	91%
Year 4	92%	92%	92%
Year 5	94%	92%	92%
Year 6	92%	93%	91%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

There is a high expectation that students are to attend school every day unless there is a satisfactory reason provided. If a student is away for more than three days, without parent notification, our school will personally contact parents. Attendance is monitored by teachers, parents are contacted if there are any concerns. A late arrival or early departure slip is also provided by the office for parents to sign their children in and out if their arrival and departure is during school times. Roll marking is conducted twice a day, at the beginning of the school day and after lunch.

In 2016 a new initiative to improve student attendance was introduced with daily notifications to parents using an SMS messaging service. This enabled parents to receive and follow up on notifications for any student who was identified as absent following roll marking at 9:30am.

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

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.