



Gayndah State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Gayndah State School is a Band 6 school located in the Wide Bay Burnett area and is set in a rural community approximately 150 kilometres west of Maryborough. Gayndah has a town population of approximately 1,300 with a local shire population of around 3,000. It is noted as Queensland's oldest town, having been settled in 1848. The school has a long and proud history having been opened in 1863. One of the original school buildings built in 1861 still stands. It is one of the oldest schools still operating in Queensland and has seen many generations of families attend. Gayndah State School operates as part of the North Burnett cluster of State Schools in curriculum, sporting and cultural activities and forms part of the Central Queensland region.

Principal's Foreword

Introduction

The Gayndah School Community is very supportive of school activities with many parents attending most activities especially sports activities. The school participates in a wide range of community events such as Annual Sports Tour, Biennial Orange Festival and ANZAC Day services. The Parents and Citizens Association is very active and supportive. They are consulted on important school issues and involved in the school decision-making process through relevant processes. Gayndah State School provides and supports a School Chaplaincy program which supports students requiring pastoral care. Regular, high attendance to 'Chappy Corner' indicates its popularity. A proactive values based social skilling program called Growing Generation Gayndah (3G) continues to focus on implementation of fortnightly lessons on values and school rules. This program was once again recognised at the Regional Showcase in Education Awards for Excellence in Inclusive Education for two years in a row. The anti-bullying procedures at Gayndah State School are an addition to Growing Generation Gayndah. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to. Our Responsible Behaviour Plan for Students also includes cyber-bullying.

The foundation of our school is the positive relationship between students, teacher and the families within our community. This is reflected in our schools Values and Mission statement:

Our Values

Our school community values a 'Tapestry of Tradition'.
 Community - Branching out.
 Learning - Sowing, Nurturing and Harvesting.
 Tradition - Seasons of growth and change.
 Mutual Respect - Fruitful partnerships

Our Schools Vision

We aim to develop students who demonstrate resilience, respect, integrity and independence; and who are:

Academically

- educationally prepared for the future;
- engaged and responsible lifelong learners;
- literate and numerate;
- able to problem solve and think critically and creatively.

Socially

- skilled in managing relationships;
- respectful to self, others and the environment;
- kind, caring and compassionate;
- resilient and adaptable;
- confident, happy and active local and global citizens

This report contains data and information on curriculum, the progress of students and the school. This report is available in a hard copy format if requested.

Copies of this Report are available at the School office and in the parent's Foyer

School Progress towards its goals in 2016

2016 Annual Implementation Plan highlighted the following:

Improvement priority: School Community Partnerships

Strategy: Investigate ways to involve the community including attendance, curriculum delivery and school improvement.	
Actions	Report
Review GSS attendance policy, including an audit of role marking processes, and case management of <85% students	Not Complete
Hold P&C, Parents, teachers and school meetings to review plan, identify roadblocks and engaging strategies	Ongoing
Utilise OneSchool function to collect, collate and process information and data.	Ongoing
Implement parent contact process, including txt, phone calls and house visits	Ongoing
Share attendance data with class, school, P&C and community Develop rewards and acknowledging process for attendance 95%+ Review Responsible Behaviour and Social and Emotional Wellbeing Plan	Not Complete

Improvement priority: Explicit Improvement Agenda

Strategy: Use data to affectively analyse and inform student learning, high expectations, monitor Improvement and provide individualised and differentiated learning programs.	
Action: Focus 2016 - Reading, Spelling, Numeracy	Report
Develop and review Gayndah State School's reading, spelling and numeracy program and align C2C writing components in all subjects.	Complete
Use 'Sheena Cameron's' comprehension strategies to align present and introduce new practices.	Complete/ Ongoing
Reading and writing pedagogical scripts developed or sourced from credible documents and enacted.	Ongoing
Collect data on spelling and determine individual writing opportunities.	Embedded
Review Gayndah State School's Spelling Program.	complete
Feedback loop to students (3 stars and a wish format). All student major writing and new work in English to be given written feedback.	Not complete
Align 'Stepping Stones' to C2C's 'Guide to Assessment'.	Complete
Moderate and share practice, in school, inter-school, cluster.	On going
Initiate data conversations and provide feedback.	On going
To assist students to develop, share and celebrate their reading and numeracy goals.	Embedded
Provide professional development on key strategies to use in teaching reading and reading practices in all key curriculum areas.	On going

Improvement priority: Expert Teaching Team and Pedagogical Practice

Strategy: Extend expert teaching team and pedagogical practice	
Actions	Report
Collaboratively review and embed pedagogical framework.	Ongoing
Develop Profession Learning plan based on the explicit learning agenda.	Ongoing
Lead internal and external moderation using 'Guide to Assessment' as organiser.	Not Complete
Use CQ3S to analyse data and produce action plans for whole class and individual teaching.	Ongoing
Use diagnostic data to inform teaching practice on a class and individual basis.	Embedded
Ensure all students set goals and celebrate success.	Ongoing

Improvement priority: Systemic Curriculum Delivery

Strategy: Enhance Systemic Curriculum Delivery	
Actions	Report
Provide opportunities to co-plan, class visits, and provide feedback to all staff members.	Ongoing
Review assessment and data plan to identify all C2C assessment for 2016	Ongoing
Review, monitor and resource a whole school curriculum framework - curriculum, assessment and reporting plans	Not Complete
Provide daily opportunities to display deeper understanding of content through real life problems.	Ongoing
Provide Professional Development in Curriculum practice.	Ongoing

Future Outlook

Priority 1. Develop quality planning processes through systemic curriculum delivery

Strategy: Review, monitor and resource a whole school curriculum framework - curriculum, assessment and reporting

Actions:

Teachers participate in professional development to build their knowledge around version 8 of the Australian Curriculum.
Collaboratively review and update the current school-wide Curriculum, Assessment and Reporting Framework.
Develop a consistent systematic approach to monitor the school-wide curriculum, assessment and reporting processes.
provide teachers with peer teaching planning days to unpack units using agreed planning process ' Successful Student Centred Unit Planning Process

Strategy: Investigate ways to involve the community in curriculum delivery and school improvement

Actions:

Provide opportunities for parents and helpers to be inducted into the use of teaching strategies that can be used to support children within the home
provide opportunities for parents and carers to understand the reporting processes used at GSS (reporting policy)
inform parents on what their child is doing at school with a focus on English tasks and expectations through term class newsletter documenting future learning
co-construction of learning walls with students

Priority 2. Improve student outcomes through effective pedagogical practice

Strategy: Establish and implement agreed research-validated, school-wide effective pedagogical practices including an observation, coaching and feedback model.

Actions:

Collaboratively develop and formalise instructional leadership, coaching, modelling and feedback.
Each staff member participates in the annual performance review process ensuring that their plan aligns to the Gayndah State School Pedagogical framework and the schools strategic direction.
Collaboratively review update and embed Gayndah State School's Pedagogical Framework

Strategy: Collaboratively analyse school data to determine explicit improvement agendas for literacy and numeracy

Actions:

Provide time and resources to support data conversations regularly with Principal and classroom teachers. Modelling with Coralie Byrnes to determine explicit improvement agendas

Strategy: Continue to moderate Australian Curriculum and implement moderation processes.

Actions:

Develop whole school moderation process focused on a single point of truth to support reporting processes
collaborate with cluster schools to develop an agreed moderation process for cluster moderation
Teachers participate in school and cluster moderation process each term to build their knowledge of standardised based assessment.

Priority 3. Improve student attendance

Strategy: Continuation of 3G program targeting emotional and social wellbeing.

Actions:

Explicit teaching of the School's 3Cs and positive education.
Implement 'Be Here' program
Develop Gayndah SS student attendance guidelines
Collaborate with staff to develop Gayndah SS attendance monitoring responsibilities

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	173	90	83	25	96%
2015*	142	75	67	30	92%
2016	139	66	73	37	92%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Our student body is derived from a low socio economic rural demographic where most of our parent body are farm itinerate workers and support workers such as electricians, carpenters, welfare and health workers and semiprofessional. We have 30% indigenous population, this varied throughout 2016.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	21
Year 4 – Year 7	21	23	24
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Gayndah State School is using 'Curriculum to Classroom' (C2C) as a resource supporting implementation of the National Curriculum in Literacy, Science, History, Geography and Technologies.

The Early Years of Schooling and Middle Years of Schooling Frameworks continue to influence curriculum changes in the school. The C2C curriculum has been adopted by all grades, modifications will occur as required to suit the needs of the students in our charge.

Co-curricular Activities

Gayndah State School has an active Student Council – where students are involved in projects, activities and school decision making, having a say in general school policy, fundraising and leadership issues.

Intra and inter sport activities.

School camping program.

'Options' is a program where students can choose between a number of art and sporting activities.

We offer:

A full learning support program for students at educational and emotional risk.

A chaplain who runs social/emotional programs on two days a week.

A breakfast program.

Many lunchtime activities from Art, Singing to Rugby League.

A Speech language Pathologist 2 full days a week.

A full sporting program offering everything from swimming to Rugby League.

An instrumental Music Program.

How Information and Communication Technologies are used to Assist Learning

At Gayndah State School a range of technologies including computers, digital cameras, ipads and interactive whiteboards are utilised to support the learning of our students. Computers are used for the presentation of student work, creation of student web pages, delivery of learning objects and digital resources. Staff use computers to store and create digital portfolios of students and access Interactive software to engage students. Computers are used extensively to support students with disabilities to maximise their access to learning. Digital animation and online learning is embedded in learning units.

Year 5 and 6 have their own set of laptops used in curriculum delivery.

Social Climate

Overview

At Gayndah State School a proactive values based social skilling program called Growing Generation Gayndah (3G) continues to focus on implementation of fortnightly lessons on values and school rules.

Anti-bullying Program is combined with the schools '3G' and '3C' program. Skills are explicitly taught and followed through. 2016 is seeing the introduction of 'Positive Education' into the school through the 3G program and Chaplaincy Program.

The anti-bullying procedures at Gayndah State School are an addition to Growing Generation Gayndah. This means that all students are being explicitly taught expected school behaviors and receiving high levels of social acknowledgement for doing so.

Our 3G program (Growing Generation Gayndah) is based on the values of Courtesy, Cooperation and Common Sense these the foundation on which our school rules are built. There is a fortnightly 3G luncheon where students who have exhibited the 3C's are rewarded with luncheon with the Principal. Gayndah State School provides and supports a School Chaplaincy program which supports students requiring pastoral care. Regular, high attendance at 'Chappy Corner' indicates its popularity.

The staff have been learning about positive education. We intend to start implementing this program through our 3G program throughout 2016. Our staff have also attended Glasser workshops to better understand and manage student behavior.

Our Responsible Behavior Plan for Students also includes cyber-bullying.

Student data from the School Opinion Survey shows that they feel safe and treated fairly and that the behavior of students is good and compares to state data. Though it is down from previous years, this can be directly linked to the cohort of students who were selected to answer the questionnaire. Parents are also happy with the school climate and all areas concerning behavior, discipline, fair treatment, safety and contentment are on par with state mean.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	89%	90%	100%
this is a good school (S2035)	89%	90%	100%
their child likes being at this school* (S2001)	89%	100%	100%
their child feels safe at this school* (S2002)	78%	100%	100%
their child's learning needs are being met at this school* (S2003)	89%	100%	100%
their child is making good progress at this school* (S2004)	89%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	90%	100%
teachers at this school motivate their child to learn* (S2007)	89%	90%	100%
teachers at this school treat students fairly* (S2008)	78%	80%	90%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%
this school works with them to support their child's learning* (S2010)	88%	100%	100%
this school takes parents' opinions seriously* (S2011)	89%	80%	100%
student behaviour is well managed at this school* (S2012)	89%	80%	90%
this school looks for ways to improve* (S2013)	89%	90%	100%
this school is well maintained* (S2014)	89%	90%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	95%	100%
they like being at their school* (S2036)	97%	92%	98%
they feel safe at their school* (S2037)	100%	97%	93%
their teachers motivate them to learn* (S2038)	97%	97%	98%
their teachers expect them to do their best* (S2039)	93%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	92%	97%
teachers treat students fairly at their school* (S2041)	100%	89%	95%
they can talk to their teachers about their concerns* (S2042)	97%	90%	93%
their school takes students' opinions seriously* (S2043)	82%	90%	97%
student behaviour is well managed at their school* (S2044)	79%	89%	90%
their school looks for ways to improve* (S2045)	100%	97%	98%
their school is well maintained* (S2046)	96%	97%	97%
their school gives them opportunities to do interesting things* (S2047)	93%	93%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
they receive useful feedback about their work at their school (S2071)	89%	87%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	89%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	94%	93%	100%
student behaviour is well managed at their school (S2074)	94%	93%	100%
staff are well supported at their school (S2075)	100%	93%	100%
their school takes staff opinions seriously (S2076)	100%	93%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	93%	100%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are actively encouraged to participate in the education of their child. We had regular volunteers in our school in 2016. The parents worked in classrooms with reading activities, group rotations, art and other activities. They also support students in sporting endeavours, sports carnivals and tuck-shop. Approximately 15 to 20 parents regularly attend the weekly assembly to view student presentations and awards. Parents are thanked for their contribution with an annual morning tea.

Gayndah State School has an active and supportive Parent and Citizen's Association. They hold successful fund raising activities such as cent sales, golfing days school fetes and parent evenings. These regular fundraising events raise money to support school programs.

Parents and community members are also involved in our breakfast club, tuck-shop, special interest displays and in many other ways.

Parents are also invited to talk to their teachers at least twice a year and are encouraged to see their teacher if there are any concerns.

We also provide opportunities for parents to provide feedback on Facebook and the school website.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

Gayndah State School takes a proactive approach to respectful relationships through the 3Gs program which is based on explicitly teaching the skills of cooperation, consideration and courtesy. The school has also implemented the 'you can do it' program to focus on our students being;

- Resilient
- Organized
- Confident
- Persistent
- Problem solvers,
- reflective
- Socially responsible
- Independent and:
- Able to get along with others

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	5	0	3
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our school recycles office paper, used printer cartridges, mulches grass clippings in our attempts to reduce the carbon footprint of the school.

Our teachers reuse paper where possible and ensure students use their school resources efficiently. We also have a 3kw solar energy system that helps reduce our reliance on electricity.

We have half flush toilets, water fountains and good maintenance is kept on all our water fixtures.

We have 'reducing carbon footprint' as part of our school planning and teachers units of work.

Water usage was reasonable in 2016 as it was a dry year with below average rainfall.

Electricity usage has increased – specific targets and strategies will be introduced to reduce this cost.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	98,122	0
2014-2015	97,934	5,317
2015-2016	25,159	

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

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 <http://www.myschool.edu.au>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	10	14	0
Full-time Equivalents	8	7	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	8
Diploma	3
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$6764

The major professional development initiatives are as follows:

William Glasser – Basic week (reality therapy)
Maths – Origo maths consultant
Sheena Cameron
Anita Archer
Code of conduct,
Student protection
Classroom profiling training
Anaphylaxis and Diabetes
First Aid/CPR
Finance training
QSA mathematics, writing and reading.
Moderation
In school training in explicit teaching and, C2C usage.

The proportion of the teaching staff involved in professional development activities during 2016 was 100 %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	81%	85%

*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.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

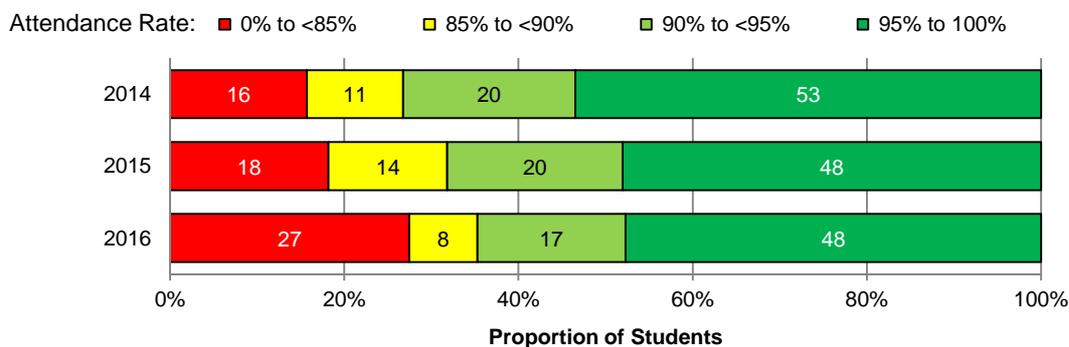
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	89%	94%	96%	92%	95%	94%	96%					
2015	82%	87%	92%	92%	94%	90%	92%						
2016	87%	87%	89%	94%	90%	95%	91%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Procedures

All parents and students are welcomed from the front desk to the teacher. Our school has a great tradition of being non-judgement and acceptance of all our students and carers.

Parents are reminded to contact the school if their child is going to be away.

Parents wishing to take students early will need to sign at the office their student 'in' or 'out'.

Roll marking occurs twice a day using Education Queensland's electronic program 'one school'.

Parents are contacted after 3 days absenteeism. No satisfactory explanation obtained then explained absence after 3 days, a visit from the school has been organised. After 4 to 5 days an SP4 form is sent to child safety for parental neglect.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.