



# Rochedale South State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Rochedale South State School is one of Queensland's Independent Public Schools (IPS). It is an enrolment managed Prep to Year 6 Campus with an enrolment of 476 students and has been a school of choice in our local community since 1979. Positive attitudes towards learning and behaviour are fostered through our quality Australian curriculum which emphasises Literacy and Numeracy, Science, History and Geography, as well as Performing Arts, Information Communication Technologies, Health and Physical Education and Sport along with Chinese to ensure that our children have well rounded skills and the confidence to achieve their personal best.

Student progress in Reading, Writing and Mathematics is tracked from semester to semester and year to year, to maximise student learning in these vital areas. We want to ensure that every student achieves to their capacity as Reading, Writing and Mathematics are fundamental to their later learning in every subject area.

We set high standards for dress, behaviour and work habits and explicitly teach children how to behave well through our positive Behaviour for Learning Program which emphasises our values of Care, Courtesy, Cooperation, Commitment and Contribution. Our four Universal Rules describe students who are safe, respectful, responsible learners.

Our beautiful, landscaped grounds provide a well maintained and attractive context for learning and play. Children enjoy access to multiple playgrounds and play areas. There is a special 'Prep only' area for our little ones to explore until they are ready to join the Prep to 2's play space. Staff members are caring and committed and with our supportive parent group, facilitate student progress in social, emotional and academic development to enable students to reach for the sky.

We encourage parents to be active participants in their child's learning and regularly provide detail about what is being taught at school. We also run parent information sessions, so parents and carers can know about particular approaches to teaching, particularly in English, Mathematics and Science. A school camping program operates across Years 5 to 6 along with Interschool sport, and a competition beating Instrumental Music and Choral program. Every year we run an Arts Program currently branded as KAPOW Week, which provides a school-wide focus over a week on visual and performing arts, culminating in a gallery of student work and performances.

Our Performing Arts Centre provides a context for quality learning in the Arts and is an outstanding venue to host our many quality events such as the school musical, Early Childhood Easter Bonnet Parade, end-of-year concert, Rochedale South's Got Talent along with our weekly assemblies and class

presentations. Our goal is for all students to graduate as 'Capable, Confident, Contributing' citizens of the future - well-rounded, well grounded in reading, writing and maths, independent learners, effective communicators and caring friends.

# Principal's Foreword

## Introduction

This report summarises the key achievements of our school over the 2017 year across a specified range of areas as required to meet Government accountability measures.

### School Progress towards its goals in 2017

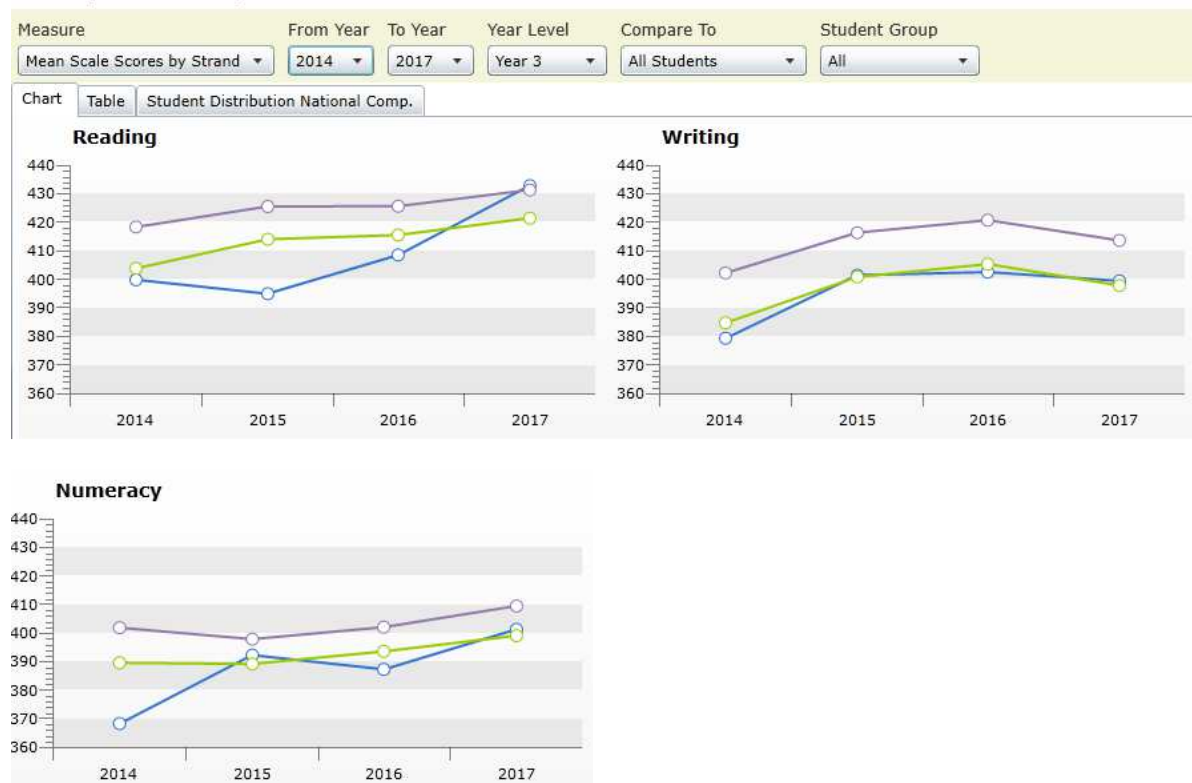
Teaching and Learning goals in 2017 were related to progress for all student in Reading, Writing and Mathematics. Provided here is a snapshot of the Literacy and Numeracy data in relation to our Preps, and our Year 3 NAPLAN data. The full data set from NAPLAN is accessible via the MySchool website as described elsewhere in this report.

Strong Literacy results were again achieved in Prep in 2017 with 46% our preppies achieving 'Applying' or 'Making Connections' on end Semester 2 reports and 56% achieving those top grades in Mathematics. The percentage of students not achieving at 'Working Within (WW)' or better, was only 14% in English and only 4% in Mathematics. What a wonderful achievement for our Prep students!

### Year 3 NAPLAN

Year 3 results were pleasing in NAPLAN in Reading with 57.4% of our students getting in the Upper 2 Bands (U2B), up from 44% in 2016. Numeracy scores were up from 27% in 2016 to 39% (similar to the numbers achieving in the U2B nationally) in 2017. Below is a clip from our NAPLAN data showing changes in our Mean performance (blue line) since 2014 compared to Queensland (green line) and the nation (purple line).

### Literacy & Numeracy Charts - Rochedale South State School



## Future Outlook

### School Improvement Priorities 2018

**Improvement priority 1:** Enhancing the number of students achieving in Upper 2 Bands Writing and AB results in English.

Strategy: Rigorous Writing implemented		
Actions	Targets	Timelines
Big Writes in place	Twice per term	End Term 1
Alignment of practice, language (VCOP) and understanding across cohorts and school, evident in literacy blocks.	Reading/Writing Frameworks implemented	Ongoing
Strategy – Professional Learning		
Actions	Targets	Timelines
Fortnightly Year level curriculum meetings with HOC in place.	5 times per term	Start of Term 1
Teacher Aides and Teachers, up skilled in the delivery of teaching writing and reading.	TA meetings 3x per term Extra Coaching/ PD as identified.	ongoing
Effective data analysis in setting achievable goals for students and cohorts supported by the leadership team.	Use of data	Ongoing

**Improvement priority 2:** Implementing Schoolwide Positive Behaviour Support For Learning (PBL)

Strategy – Targeted Teacher and Student Support		
Actions	Targets	Timelines
Behaviour Support whole school strategies in place and classroom behaviour expectations communicated.	Documented	Term 1
Responsible Behaviour Plan for Students reviewed and updated	Document developed	End Term 2
Professional learning provided to support behaviour management strategies including complex cases	In place	Termly
One to one coaching and support in functional behaviour	In place	Termly
Strategy – Attendance		
Actions	Targets	Timelines
Monitoring of daily attendance and communication with parents via SMS service	Daily	Start of year
Proactively encourage students to achieve high level attendance each Semester	95% weekly attendance for every student	Weekly
Celebrations of attendance on assembly for classes achieving above 95% attendance.	Every class above 95%	Weekly

**Improvement priority 3:** Enhancing schoolwide use and capability in STEM (Science Technology Engineering Maths) and ICTs for Learning

Strategy – School Wide Strategic Implementation		
Actions	Targets	Timelines
Development of Strategic Implementation Guide	Develop in consultation	Term 2
Laptop classes in Years 4 and 5.	Wk 4 T1 Laptops assigned	Term 1-2
Strategy – Professional Learning		
Actions	Targets	Timelines
Teacher Training – links to Learning Place	Weekly announcements	Term 2
Learning Communities – Virtual and Physical -ICT Café for up skilling -RSSS community	Contribution fortnightly	Terms 2-4
Team meetings with ICT implementation teams	Regular meetings with Years 4/5 teams	Term 1- 4

Strategy – STEM Program		
Actions	Targets	Timelines
Coding and Robotics programs and implementation plan developed	Planning in place	Term 2
Makerspace options available to students during lunch breaks	Twice per week	end Term 1
Creation of whole school design technology and STEM initiatives for all year levels.	Whole school working document	Term 1-4
STEM team to lead initiatives in the school community.	Reinvigoration of curriculum to adapt ICTs to enhance learning	Term 1-4

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	395	186	209	28	97%
<b>2016</b>	451	203	248	29	94%
<b>2017</b>	463	220	243	27	94%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

Our student population socio-economically quite closely mirrors the Australian average as evident from data on the Myschool website. The school has a fairly low indigenous population of about 5.6% and whilst the population of children attending our school is predominantly from English speaking backgrounds (82.5%), we do have slowly increasing numbers of students from a range of non-English speaking backgrounds who are assimilating well in our school. Ours is a peaceful school, where children are learning to work together in harmony and provide support for each other through the broad range of student leadership options in the school, and also through our encouragement of students taking ownership of their own learning and behaviour and actively striving to make our school the best it can be.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	22	22
Year 4 – Year 6	25	24	26

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our goal for learners at Rochedale South State School is to equip all students with the knowledge and competencies needed for future success. This means preparing them for a world of change. We believe that learners will need to be:

- literate and numerate
- knowledgeable about the world around them

- effective communicators
- able to apply complex thinking strategies to solve problems and make decisions
- creative and enterprising
- able to actively investigate issues by gathering and analysing information
- able to work and live constructively and harmoniously with others
- self-directed and reflective.

Therefore, while our curriculum at our school focuses on exploring ways in which we can challenge our students intellectually, we are firmly committed to the development of life skills, including building social and emotional resilience, personal development, self-management and citizenship skills.

In terms of classroom curriculum, we monitor and track student learning in Reading Writing and Mathematics, to ensure every child is progressing at an acceptable level. Enabling children to achieve at the highest levels, is an on-going focus of our work.

## **Co-curricular Activities**

### **Classroom and Instrumental Music**

As per our Strategic Plan, we offer access to high quality educational opportunity in the Performing Arts. Our Performing Arts Program has now been gazetted as a Program of Excellence. This is an acknowledgement of the high quality of the program, but is also recognition of the partnerships with various organisations which allows us to offer additional opportunities in performing arts. Using our magnificent Performing Arts Centre as a vehicle, and making best use of the Education Queensland instrumental Music (IM) program, 2017 saw us consolidate our Strings and Multi Instrumental programs with more than 50 students learning a String instrument and nearly 70 students learning a Band instrument.

We endeavour to support classroom Music lessons at 45 minute lessons where possible in the middle years. This has allowed us to strengthen the Music capabilities of our children in Music and led to significant success for our School Senior Choir, (Vivo Voices) winning Gold at Fanfare and winning their heat and then moving on to compete at the Regional Finals.

Our school Musical, and Rochedale South's Got Talent and Book Character Parade were also significant events, along with the Great Book Swap. We also enjoyed a wonderful Winter Carnival and Concert at end of year.

### **KAPOW Week**

KAPOW (kids actively producing outstanding work) Week runs in the last week of Semester 1 each year. It offers enhanced learning opportunities in visual and performing arts culminating in 'Gallery' at Winter Carnival where student works are displayed for the community to enjoy. Annually, students transitioning to secondary school contribute to a major art piece which remains displayed in the PAC.

### **School Sport**

We have a range of competition beating Interschool sporting teams in Soccer and Basketball for boys. Girls also are able to compete in Interschool sport in Basketball and Netball. **Sport** is an important part of our school program and our Senior Boys Basketball team were District Premiers as was the Seniors Soccer team. We also had a significant number of individual students achieve representative status in State and Regional Sporting Teams, and Athletics.

### **How Information and Communication Technologies (ICT) are used to Assist Learning**

Our first One-to-One laptop program began in 2017 with our Year 4 classes and about 90% of the children across our three classes participated. That program will roll up into Year 5 and Year 6 in 2018 and 2019 respectively.

All classrooms are well supported with digital technologies having a Smartboard (or LED multi-touch screen) and broadband internet access. There are 6 laptops in every classroom (other than 1to1 classrooms) , with children accessing a range of software and applications to support their development in using ICT for genuine learning purposes that support the differentiation of classroom curriculum.

In addition, a mini-lab with 16 computers and a full size lab (28 computers) is available for class use. A range of on-line learning programs have been accessed in 2017, to provide enhanced learning opportunities for some of our high achievers. Programs included a Maths extension program for Year 5 students and a critical literacy program for Years 4 students. Students also access Mathletics,



Reading Eggs, Sunshine On-line, World Book for Kids and a range of other valuable learning sites funded through the Student Resource Scheme for participating families.

## Social Climate

### Overview

2017 saw us start our journey as a Positive Behaviour for Learning (PBL) school. The innovations have included the development of our four universal expectations of being Safe, Respectful, Responsible and a Learner. As the year rolled out, the explicit teaching of expected behaviours and the focus on creating calm, working classrooms characterized by respect for others, became embedded into the school climate. People frequently comment that the school has a lovely 'feel', and that positive climate contributes significantly to the achievement of solid learning outcomes for students.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	92%	97%	97%
this is a good school (S2035)	91%	94%	82%
their child likes being at this school* (S2001)	95%	100%	94%
their child feels safe at this school* (S2002)	92%	100%	94%
their child's learning needs are being met at this school* (S2003)	92%	92%	88%
their child is making good progress at this school* (S2004)	92%	89%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	95%	88%
teachers at this school motivate their child to learn* (S2007)	89%	97%	85%
teachers at this school treat students fairly* (S2008)	89%	97%	91%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	97%
this school works with them to support their child's learning* (S2010)	89%	92%	91%
this school takes parents' opinions seriously* (S2011)	91%	97%	91%
student behaviour is well managed at this school* (S2012)	81%	97%	88%
this school looks for ways to improve* (S2013)	86%	100%	88%
this school is well maintained* (S2014)	97%	92%	88%

#### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	96%	96%
they like being at their school* (S2036)	100%	97%	92%
they feel safe at their school* (S2037)	98%	97%	96%
their teachers motivate them to learn* (S2038)	96%	95%	93%
their teachers expect them to do their best* (S2039)	99%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	90%	91%
teachers treat students fairly at their school* (S2041)	94%	87%	86%



Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they can talk to their teachers about their concerns* (S2042)	87%	83%	83%
their school takes students' opinions seriously* (S2043)	94%	87%	89%
student behaviour is well managed at their school* (S2044)	83%	75%	83%
their school looks for ways to improve* (S2045)	100%	94%	98%
their school is well maintained* (S2046)	96%	95%	89%
their school gives them opportunities to do interesting things* (S2047)	98%	94%	89%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	96%	90%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	84%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	97%	97%
student behaviour is well managed at their school (S2074)	100%	90%	73%
staff are well supported at their school (S2075)	100%	97%	73%
their school takes staff opinions seriously (S2076)	100%	100%	80%
their school looks for ways to improve (S2077)	100%	96%	90%
their school is well maintained (S2078)	100%	100%	97%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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.

### Parent and community engagement

Our school approach to involving our parents in this school commences right from their experience on completing an application for enrolment for Prep. Both at the enrolment interview and on the Prep Orientation Day, parents are provided with information about how our teachers will work with their child in the Prep classroom, and what they will be aiming to teach the children. A pre-Prep booklet is provided to families which indicates the kinds of age-appropriate knowledge and skills that Prep children would typically know and be able to do. This information sharing continues into the Prep year, where parents are provided with a partnership folder which provides more specific information about what and how children are learning the early literacy and numeracy skills that are so fundamental to children at this age. As children progress through the school, there is a continuation of information sharing through parent teacher meetings and reports.

Parents are encouraged to participate in their child's education through engaging as a volunteer in school classrooms. Regular opportunities for classroom induction training are provided for parents who are interested in assisting in this way. In addition, parents are offered information sessions periodically which may focus on such topics as mathematics, reading support, oral language development, nutrition, cyber-safety, anti-bullying and so on. These information sessions also provide take-home information for interested parents. The school has increasing numbers of support materials available for parents to access information about ways to support children's learning at home.

There are many ways for parents to engage with our community through social events, fundraising and other opportunities.



Parent participation in learning opportunities has also significantly increased and much of the improvement in Early Years results can be attributed to very solid home-school partnerships. We are very proud of the work of our teachers and families to bring about the improved academic results described earlier.

Our school P and C is also a terrific way for parents to become more involved in school and community life.

Our school Student Welfare Committee led by our school Principal, supports a range of students with diverse learning needs. Our school Guidance officer, Literacy Support Teacher, Behaviour Advisory teacher, and Special Education staff, regularly discuss and problem-solve ways to enhance learning for the range of children across the school with identified learning needs. Parents are regularly consulted as part of that support and development process.

### Respectful relationships programs

A range of programs operate across the school every year such as Life Education (school funded), Bravehearts (PandC funded), and Daniel Morecomb Foundation programs support childrens understandings about personal safety and child protection issues. In addition, there is a strong focus on cybersafety with invited guests coming to the school with expertise in those areas to ensure the message to students and their families is as clear and targeted as possible.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Foremost among those is our Learning to Live Together program which runs for students in all year levels. In addition, our early years' students are exposed to the Fun Friends Program along with a range of other programs developed by staff members to support the learning needs of students. Our SEP program, has also spearheaded the 'Zones', which supports children in learning how to self-regulate.

### 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	2015	2016	2017
Short Suspensions – 1 to 10 days	40	37	36
Long Suspensions – 11 to 20 days	0	1	1
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Our school has an extensive range of water tanks which capture available rainwater which is then used to support the water supply for school amenities. Solar power also is captured to reduce power consumption across the school. Our school, however is steadily increasing in numbers of students and therefore also of staff members and this is impacting on our water usage in particular. It was pleasing to see the drop in electricity consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	79,280	606
2015-2016		457
2016-2017	61,884	792

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.

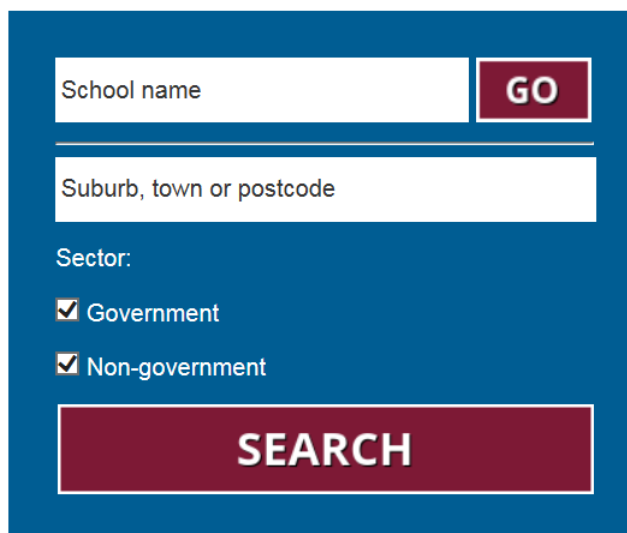
## School Funding

### 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



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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	38	22	<5
Full-time Equivalent	31	14	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	5
Graduate Diploma etc.**	2
Bachelor degree	31
Diploma	0
Certificate	0

\*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 2017 were \$93960

The major professional development initiatives are as follows:

- Coaching and mentoring of teaching staff through Master Teacher and Head of Curriculum
- Opportunities for teachers to share best practice through observation of others and release time for collaborative planning and sharing.
- Opportunities for teachers to attend relevant professional learning opportunities off campus.
- Use of Pupil-free days and Twilight Sessions over the year to enhance teacher collaboration and whole staff learning opportunities.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	90%

\*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 2017 for all Queensland Primary schools was 93%.

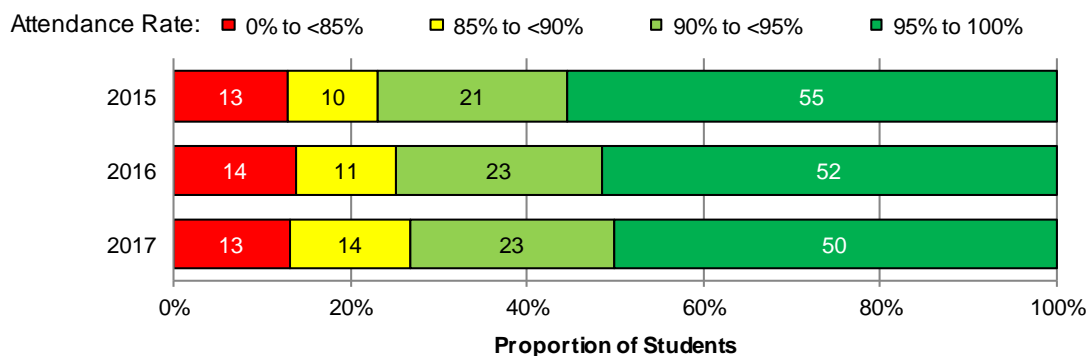
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	94%	95%	92%	93%	90%	94%						
2016	94%	90%	96%	94%	92%	92%	90%						
2017	93%	92%	92%	92%	95%	92%	91%						

\*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 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.

In 2017, classes were encouraged to enhance attendance rates through providing feedback on attendance rates for classes. In addition, students with more than 3 days absent were followed up by a staff members and relevant letters to parents were also sent to ensure all families were aware of the requirement to maintain attendance at a high level. In 2017, 73% of students attended school 90% or more of the time. Attendance has been identified for further follow-up in 2018.

## 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.

## Find a school

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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 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.