

# Pittsworth State School

## Queensland State School Reporting

### 2015 School Annual Report



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Contact person	The Principal

## Principal's foreword

### Introduction

This Annual School Report offers an overview of Pittsworth State School's strategic directions and operations throughout 2015. It includes information about the school profile, priorities, achievements, values, trends and school highlights.

Our vision states that at Pittsworth State School we **strive** for excellence and **succeed** through **persistence**.

Pittsworth State School provides a quality education for all students. We provide excellence in education by maintaining high expectations, reflecting on current practice and nurturing student development in a supportive school environment. We develop strong partnerships to engage with parents and the community. Our core business is the development of the academic, social, emotional and physical potential of each student. Our school values the diversity in our student population and recognises the need to ensure success for all our students. We believe that all students are competent and capable learners.

### School progress towards its goals in 2015

Pittsworth State School's Priorities as outlined in the 2015 Annual Improvement Plan:

- Implementation of the Australian Curriculum with a particular focus on spelling, problem solving and reading
- Implementation of the 'Pedagogy @ Pittsworth' Teaching and Learning Framework
- High quality teaching, collaborative practices and evidence based decision making, including the use of a range of data to inform teaching and learning
- Embedding coaching and mentoring processes to build a learning and feedback culture in the school
- Consistent enactment of Positive Behaviour for Learning processes and practices across the school
- Effective alignment and use of financial, human, facilities and learning resources
- Productive partnerships with school community stakeholders

Pittsworth State School continues to make noteworthy gains in all areas. Public confidence in our school as a quality option for local children's education is evidenced by our consistent enrolments. Our school's attendance target is 95%. We are proud that 62.2% of our students reached this target in 2015; an increase from 43.6% in 2014.

A focus on pedagogy and teaching practice ensured consistency of teaching and learning. This is evidenced by the improvements in NAPLAN Achievement as shown in the table below:

		Mean Scale Score (MSS) - Achievement										MSS Improvement Relative to Nation						
		This School					2008-15	Nation			QSS	SQSS			This School		Qld State Schools	
		2008	2012	2013	2014	2015		2008	2014	2015	2015	2013	2014	2015	2014-15	2008-15	2014-15	2008-15
Year 3	R	362.2	412.5	386.6	399.1	411.8		400.5	418.3	425.5	414.0	S	S	S	5.4	24.5	3.0	24.9
	W*	397.4	398.7	414.9	387.0	408.1		414.2	402.2	416.3	400.8	S	S	S	27.0	8.6	2.0	13.2
	S	378.6	412.0	375.0	377.8	396.0		399.5	411.8	408.8	392.9	S	S	S	21.2	8.1	-1.7	23.1
	GP	369.1	412.4	408.4	410.2	414.5		403.2	426.0	433.2	427.2	S	S	S	-2.9	15.4	3.0	34.5
	N	372.4	357.6	359.5	376.1	386.6		396.9	401.8	397.8	389.1	S	S	S	14.5	13.3	3.6	26.0
Year 5	R	441.0	468.7	506.9	477.5	498.4		484.4	500.6	498.5	489.2	S	S	S	22.9	43.3	1.3	16.6
	W*	465.5	442.7	467.9	435.1	465.5		486.5	488.3	478.1	463.4	S	S	S	20.6	8.4	3.8	9.6
	S	449.0	482.2	477.0	492.9	479.1		483.8	497.6	498.1	484.6	S	S	S	-14.2	15.8	-0.2	13.5
	GP	460.5	455.6	491.0	475.5	498.6		496.2	503.8	503.1	494.8	S	S	S	23.8	31.2	1.3	18.9
	N	429.4	468.0	480.1	461.1	478.1		475.9	487.6	492.5	481.9	S	S	S	12.1	32.1	0.7	12.9

Significant successes included the addition of a Master Teacher to support the focus on Problem Solving. Whole staff professional development focused on the implementation of a Balanced Reading Program, the 'Spotlight on Spelling' program, the use of data to inform personalised student instruction, Essential Skills for Classroom Management and effective integration of ICTs in the learning environment. Pittsworth State School continued to be recognised as a leader in Positive Behaviour for Learning resulting in a safe, supportive and disciplined learning environment.

Cultural pursuits were also foregrounded in 2015 with the inaugural Choir and Arts Camps being conducted. Our choir and Instrumental Music students also performed admirably at CGEN, Singfest and the Toowoomba Eisteddfod.

Strong parent and community partnerships continued to be a focus including collaborative forums to inform school decision making incorporating a range of effective and modern communication strategies. School community events such as the Early Years 'Read With Me' community walk and literacy day, Book Fair, end of year Musical Recitals and concerts were particular highlights.

Pittsworth State School has a strong learning culture forged through professional best practice and partnerships with families and the wider community and is well placed to continue to grow and thrive in 2016.

### Future outlook

In 2016, Pittsworth State School is focussing on two main improvement areas; **WRITING** and **PROBLEM SOLVING**. The school budget, the Investing For Schools (IFS) Plan and AIP are all structured around this sharp and narrow focus for 2016. In order to achieve this, Pittsworth State School will consciously audit and refine whole school approaches to the teaching of Writing and Problem Solving ensuring evidence based strategies are taught consistently in each classroom. Our STLaN and Master Teacher will lead the pedagogical approach to writing and Problem Solving respectively.

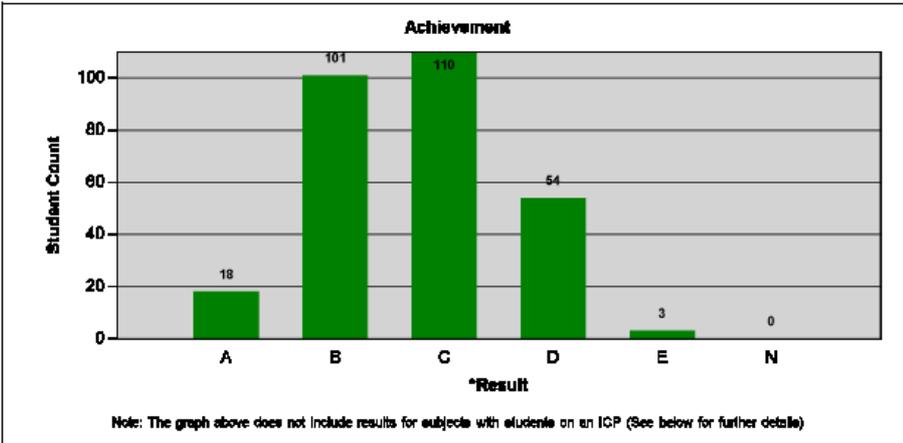
Our school is also developing processes for collegial feedback to refine teaching practice in Writing & Problem Solving and to provide a framework for professional conversations through Professional Learning Team structures.

At the end of Semester One, 80% of students were working at or above year level expectations in the area of English. It is pleasing to note that almost 43% of our students were achieving grades with the A and B bandings in English. (See table below)

### Semester One 2016 - English Academic Results

**Achievement Breakdown**

Rating	A	B	C	D	E	N
Percentage	6.3%	35.3%	38.5%	18.9%	1%	0%

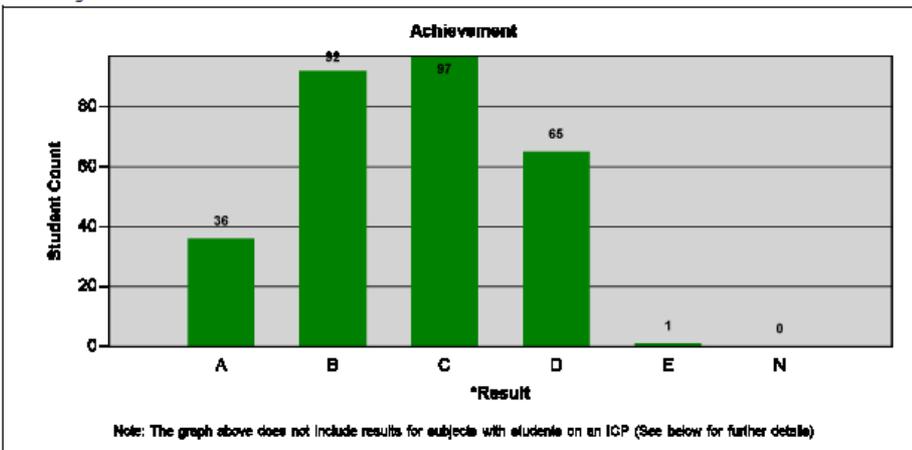


Likewise in Maths, 74% of students are working at or above year level expectations; with almost 44% of our students achieving grades with the A and B bandings. (See table below)

### Semester One 2016 - Mathematics Academic Results

**Achievement Breakdown**

Rating	A	B	C	D	E	N
Percentage	12.4%	31.6%	33.3%	22.3%	0.3%	0%



## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Early Childhood - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	339	156	183	25	90%
2014	328	153	175	31	90%
2015	322	149	173	28	95%

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 2015, 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:

Pittsworth State School is situated in the township of Pittsworth in a semi-rural area of the Darling Downs and has no enrolment boundary so is able to draw from a wide geographical locale reaching as far as Cecil Plains, Felton, Ironside and Rossvale areas. The socio-economic characteristics of the community are mixed. An Index of Community Socio-Educational Advantage (ICSEA) places Pittsworth at 971, below the average of 1000. (Further details on this index can be found at <http://www.myschool.edu.au/>).

Approximately 9% of students identify as Indigenous; eight students with an EAL/D background, and seven students were identified with disabilities. We focus on a culture of inclusion and valuing diversity.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	19	21
Year 4 – Year 7 Primary	26	24	21
Year 7 Secondary – 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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	5	17	4
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.

## Curriculum delivery

### Our approach to curriculum delivery

Students engage in learning within the subject areas of English, Mathematics, Science, History, Geography, The Arts and Health and Physical Education in the Australian Curriculum; as well as Languages – Indonesian (Years 5-6) and Digital Technologies. Students are also engaged in programs to support their social and emotional development which instill skills for life and quality citizenship.

An Enrichment program for high achieving students includes opportunities for students to work in online and face to face environments in areas such as Problem Solving, Creative Writing and Design.

The school has continued to work towards providing a learning environment that maximises outcomes for all students. Human resources, teacher aides and specialist teachers are deployed to maximise in-class support for all classrooms. This mechanism allows support for students with disabilities, learning difficulties and Indigenous students to be provided in the classroom. To support this strategy, on-going professional dialogues occur with staff focusing on differentiating the curriculum in diverse classrooms. The Special Education Teacher (SET) and Support Teacher Literacy and Numeracy (STLaN) work with staff and students to ensure individual goals are achieved.

### Extra curricula activities

- Cultural Pursuits - Choir, Instrumental Music, Concert Band, Biannual school musical.
- Student Leadership Program
- Excursions
- Pittsworth Kitchen Garden program
- Lunchtime activities including sport, games and talent quests
- School Camps - Year 6 School Camp to Canberra; Year 5 School Camp to Murphy's Creek Escape
- Swimming Program
- Active After School Sports Program
- Intra-school Sport Program including inter-house competition and Inter-school Sport including representative sporting opportunities for students
- An active Student Council working for the student body – organising school based and charitable events

- Students participating in a range of competitions including the Toowoomba Maths Competition and International Competitions and Assessments for Schools (ICAS), musical festivals and eisteddfods.
- The 'Shooting Stars Club' for Students with Disabilities - sporting opportunities for all students of varying disabilities across the district.
- Access to the Denise Kable Centre in Toowoomba for specific programs
- Personal Development programs for Year 5 and 6 boys and girls
- A non-denominational Christian Religious Instruction program
- Targeted presentations and performances from external providers featuring anti-bullying, positive attitudes, relationships and indigenous perspectives.
- Participation in ANZAC Day school and community based events.
- Harmony Day, Day for Daniel and NAIDOC Day celebrations

### How Information and Communication Technologies are used to improve learning

Information and Communication Technologies (ICT) are an integral part of the curriculum at Pittsworth State School. Each curriculum unit identifies a specific ICT focus. Computers in all classrooms are used on a daily basis as a tool to assist in the teaching and learning process. The computer lab which has 25 desktop computers allows staff to offer one-on-one access to hardware and improve teaching and learning experiences. With an interactive whiteboard in every classroom and mobile devices such as laptops and iPads, we have the capacity for daily interaction and learning with ICT.

Professional support for teachers is provided in a number of ways. Peer support at school based sharing sessions is the most common form of professional support. We also engage with online courses through 'The Learning Place' which support teachers and para-professionals in development of e-learning capability. The school engages a technician with an orange card for half a day a week to maintain hardware and assist teachers with operational queries. Network and connectivity is in place throughout the school and a wireless network supports the use of mobile learning devices.

### Social Climate

Pittsworth State School is a relatively small but very well established school that can offer families a friendly and supportive atmosphere. The school encourages positive solution focused language among all stakeholders and a willing recognition and acknowledgement of behaviours which build strong relationships among school community members. The Positive Behaviour for Learning program has become the cornerstone for promoting **Safe, Respectful and Responsible** learners.

The Responsible Behaviour Plan in operation firmly denounces bullying behaviour. Skills and responses to dealing with bullying behaviour are regularly revised and reinforced at school through student assemblies, newsletters, performances and presentations from external providers and classroom discussions.

A culture of respect and care is evident in all aspects of school life. We have a focus on the teaching of values and social and emotional development; connectedness within our school community; and linking to the community at large. Our parents, carers and relatives form a supportive network of volunteers including an active P & C team who organise school events, provide services and raise funds to augment our school resources.

A Guidance Officer provides formal support to students and families in relation to counselling, and educational assessments. A Chaplaincy service affords the opportunity for students to confide with a trusted adult in a neutral and safe manner. Specific programs are run by the Chaplain to promote self-awareness and responses to difficult situations.

In the annual school opinion survey, parents and students expressed high levels of satisfaction about being safe at school, being treated fairly at school and being happy to attend this school.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	97%	87%
this is a good school (S2035)	100%	97%	93%
their child likes being at this school (S2001)	100%	97%	87%
their child feels safe at this school (S2002)	100%	100%	93%
their child's learning needs are being met at this school (S2003)	92%	87%	87%
their child is making good progress at this school (S2004)	100%	90%	87%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	93%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	97%	90%
teachers at this school motivate their child to learn (S2007)	96%	97%	87%
teachers at this school treat students fairly (S2008)	96%	97%	86%
they can talk to their child's teachers about their concerns (S2009)	96%	97%	97%
this school works with them to support their child's learning (S2010)	88%	93%	90%
this school takes parents' opinions seriously (S2011)	96%	86%	82%
student behaviour is well managed at this school (S2012)	92%	87%	80%
this school looks for ways to improve (S2013)	100%	100%	93%
this school is well maintained (S2014)	100%	97%	93%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	97%	93%
they like being at their school (S2036)	97%	93%	92%
they feel safe at their school (S2037)	95%	95%	92%
their teachers motivate them to learn (S2038)	98%	97%	97%
their teachers expect them to do their best (S2039)	97%	99%	99%
their teachers provide them with useful feedback about their school work (S2040)	95%	99%	97%
teachers treat students fairly at their school (S2041)	95%	97%	89%
they can talk to their teachers about their concerns (S2042)	89%	98%	86%
their school takes students' opinions seriously (S2043)	90%	92%	89%
student behaviour is well managed at their school (S2044)	78%	85%	75%
their school looks for ways to improve (S2045)	98%	100%	97%
their school is well maintained (S2046)	98%	97%	92%
their school gives them opportunities to do interesting things (S2047)	98%	95%	95%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	100%	88%
they feel that their school is a safe place in which to work (S2070)	96%	96%	100%
they receive useful feedback about their work at their school (S2071)	88%	89%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	87%	94%
students are encouraged to do their best at their school (S2072)	96%	96%	97%
students are treated fairly at their school (S2073)	96%	96%	97%
student behaviour is well managed at their school (S2074)	92%	96%	88%
staff are well supported at their school (S2075)	76%	89%	81%
their school takes staff opinions seriously (S2076)	80%	79%	85%
their school looks for ways to improve (S2077)	96%	100%	91%
their school is well maintained (S2078)	80%	82%	88%
their school gives them opportunities to do interesting things (S2079)	84%	93%	88%

<sup>#</sup> '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

Parental engagement is crucial to student success at school. At Pittsworth State School we promote engagement through:

- attendance at introductory sessions at the start of the year to explain and introduce the teachers and classroom practices
- attendance at face-to-face parent teacher interviews conducted in Terms 1 and 3
- sharing of formal reports in Terms 2 and 4
- consistent and varied communication channels such as:
  - the school newsletter (The Pittsworth Post)
  - the school website
  - Facebook
  - Text messaging
  - QSchool smartphone ap
  - general notices on school notice boards
  - notes relating to the unit of study sent out at the start of each unit and
  - Parades and assemblies

Parents are also encouraged to take part in their child's education through the active Parents and Citizens Association, as well as by volunteering in classrooms and tuck-shop, helping with the Kitchen Garden program, assisting with on sports days and at concerts, attending weekly parades and special events (ANZAC Parade, Book Week and Easter parades, Concert Band recitals), fundraising ventures and communications such as our newsletter.

The P & C Team are committed to supporting Pittsworth State School with services and resource provision, and also provides a warm and supportive welcome to local parents. This active group plays an important role by

contributing to consultations, surveys and decisions involving feedback, change and improvement. Volunteers are acknowledged each year through a 'Thank-You' and feedback session and a Tuckshop Thank-You event.

### Reducing the school's environmental footprint

Pittsworth State School is committed to reducing its carbon footprint. We have a range of environmental programs including growing vegetables in our School Garden which are used in our Cooking program. The by-products are then used as part of our sustainability education in the kitchen garden. A range of recycling programs are in place and rainwater tanks are used for watering grounds.

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. With the ongoing use of two additional facilities – the Function Centre and Sports Hall with Kitchen, the school is monitoring its use and developing strategies to reduce its environmental footprint. The school is involved in the Qld Government's solar program.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	51,805	6,173
2013-2014	94,327	0
2014-2015	97,600	2,088

\*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.

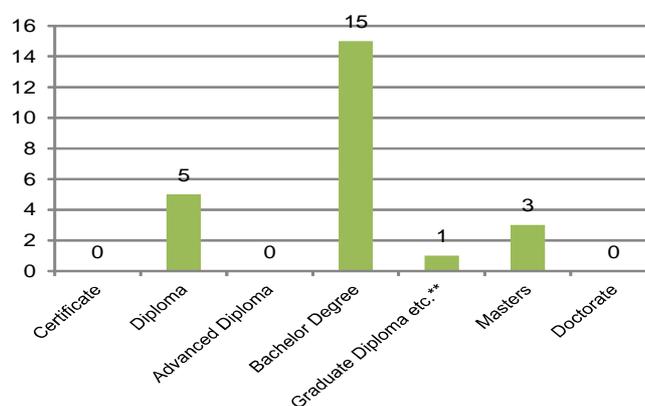
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	24	16	0
Full-time equivalents	20	10	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	1
Masters	3
Doctorate	0
<b>Total</b>	<b>24</b>



\*Teaching staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 18 599.00. Of this amount, \$10 852 was funded through the school budget and \$7 747 through the GRG Plan.

The major professional development initiatives are as follows:

- Australian Professional Standards for Teachers through 'Pedagogy @ Pittsworth'
- First Steps Teaching of Reading and Sheena Cameron Comprehension Strategies
- Spotlight on Spelling – coaching and mentoring
- Back To Front Maths – with a focus on Problem Solving
- Effective use of ICTs to enhance student learning
- Assessment strategies to inform personalised learning needs
- Essential Skills in Classroom Behaviour Management
- Consistent Curriculum Delivery and Explicit Teaching
- Early Childhood Education
- Data Literacy

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

School income 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

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Sector:

Government

Non-government

SEARCH

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	90%	95%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

#### Student attendance rate for each year level (shown as a percentage)

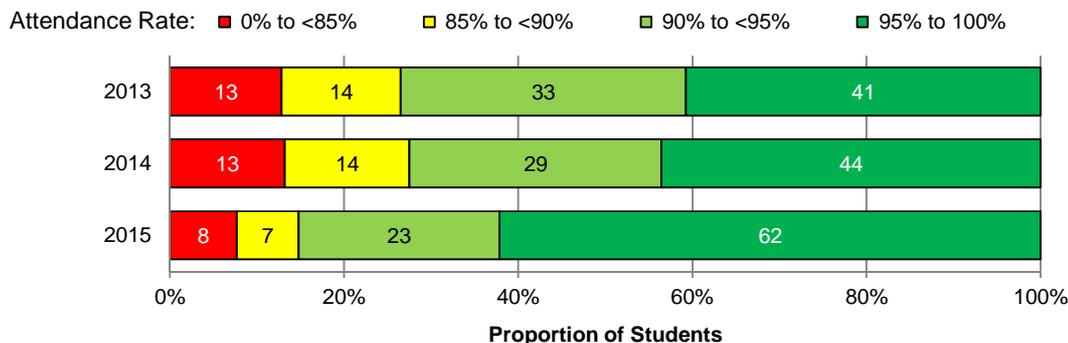
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	92%	92%	93%	93%	92%	90%	93%					
2014	91%	92%	91%	93%	93%	93%	92%	92%					
2015	95%	95%	93%	95%	96%	94%	95%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

The Principal delegates roll marking to classroom teachers and this is done electronically each day at 9:05am and 2.00pm. Office staff complete daily checks to ensure this process is followed. At Pittsworth State School attendance and a proactive focus on “Every Day Counts” Initiative is highly prioritised and frequently discussed in newsletters, with parents and on parades. A school wide attendance goal for the year is set and progress monitored. Monthly and termly awards and prizes are given for 100% attendance. Lunch time clubs and other strategies for engaging students with special interest areas and ensuring they want to come to school are provided. Students are made aware of the effect non-attendance is having on their learning progress. Each term, individuals are rewarded for achieving the school target of 95% or better.

Attendance is carefully monitored. Parents are expected to notify the school of all absences, late arrivals and early departures. Daily text messaging occurs to parents where the child is absent without notification. Frequent unexplained absences (i.e. 3 days in a row or in a week) are monitored by the Principal, with contact made (phone, letter or home visit) with parents to develop a solution. Formal written communication is begun where absences continue. Comprehensive support networks (including liaison with community support agencies) are put in place for persistent or longer term attendance issues.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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.