

# Oxley State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	Bannerman Street Oxley 4075
Phone	(07) 3716 2444
Fax	(07) 3716 2400
Email	principal@oxleyss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	The Principal

## Principal's foreword

### Introduction

Oxley State School has a very dedicated staff that is committed to ensuring all students receive the educational experiences they require to meet their needs for the future. Oxley State School enjoys a reputation for providing an inclusive and nurturing environment where students are encouraged to reach their potential. Our commitment is to the development of the whole child which includes not only academic, sporting and cultural areas but also social and emotional aspects.

Our school motto Success through Effort is embedded in all of our actions and reflected in the relationships between teachers, students and the school community. Our belief that every child has the potential to succeed is underpinned by a philosophy of provision of opportunity.

This report contains a wide range of information regarding our school. At Oxley State School we believe that all students can achieve academic success.

- We believe that all students matter, every day
- We share collective accountability for all student outcomes – we all own the data
- Curriculum delivery is underpinned by explicit instruction pedagogy and is a feature of every lesson in every classroom
- We have a school culture of high expectations

The report outlines the progress, achievements and significant outcomes for the past 12 months and previews the future direction of the school. Oxley State School is rich in the range of academic, cultural, artistic, physical and social activities that are encountered through our collaborative ownership to education. We are proud of our environment that encompasses a strong sense of community, open green spaces and sensitivity to our ecological footprint. Through high expectations for the provision of learning experiences, our focus is to build on the existing strengths of our students, while taking advantage of the wide range of opportunities that emerge.

The school has a growing student population and has been able to maintain its strong community feeling. There is a low number of student disciplinary absences and a high level of satisfaction from staff and parents. An analysis of students' results on the *My School* website reveals that strong improvement in Literacy and Numeracy in most NAPLAN areas was achieved in 2014. It was particularly pleasing to see the improvement in the percentage of students achieving above National Minimum Standard and increased number of students in Years 3 and 5 achieving in the upper two bands.

It is a source of pride for the school that it enjoys very high levels of student, parent and staff satisfaction. The high level of expenditure on professional development reflects the school's values of ensuring that highly skilled and knowledgeable teachers are implementing a high quality educational program. The school has worked hard to improve the attendance rates of students believing this to be a key factor in improving student outcomes. Readers of this report are provided with links to the *My School* website where detailed information on student performance and school financial information can be found.

### School progress towards its goals in 2015

In 2015 our school improvement continued to focus on improving Literacy and Numeracy. Our results in NAPLAN testing indicate strong growth in both overall results and upper 2 bands [U2B] in particular. Year 5 U2B results in Reading Writing, Spelling and Numeracy were statistically above the nation as were results for Writing, Grammar and Punctuation and Numeracy. Overall

results showed significant improvement in Year 3 writing, Year 5 Grammar and Punctuation. School staff attribute the improvement to focus on Explicit Teaching as a primary pedagogy.

Explicit Teaching continued to be implemented and embedded as the primary pedagogical framework. In 2015 Oxley State School engaged the support of Mr John Fleming to work alongside all staff as a 'critical friend' as our school. This continued the development of our whole school Explicit Instruction pedagogy.

As part of the school's improvement agenda the Administrative team of Principal, Deputy Principal and Head of Curriculum continued to develop their knowledge and skills in Instructional leadership. The team changed their work practices to allow greater time to be devoted to in class teaching, mentoring and coaching of class teachers.

The school embarked on an investigation and undertook specific training in GROWTH Coaching. These coaches developed their leadership skills along with the Principal, Deputy Principal and Head of Curriculum. A special leadership learning circle was initiated to allow all staff interested to further develop their leadership capability.

#### Future outlook

In 2016 our explicit improvement **goals** will focus on:

- The teaching and learning of Writing
- The teaching and learning of Reading

During 2016 our school will continue working on:

- Aligning students' learning needs with curriculum development and teaching practices
- Ensuring all teachers model and utilise the Explicit Teaching process
- Refining of assessment, moderation and reporting practices that support the National Curriculum

#### Pedagogy

- Developing a common and shared pedagogical framework through mentoring and coaching (specifically the GROWTH Coaching format)
- Peer classroom, visits and feedback
- Developing a shared and common understanding of educational practices within work programs
- Embedding the utilisation of Individualised Student Learning goals so that they are set, shared and regularly reviewed to promote student success
- Embedding differentiation practices into planning documents and teaching repertoires
- Differentiation framework for students documented via Individualised Learning Plans
- Enhancing communication between year level junctures via cohort meetings

#### Literacy

- The Explicit Teaching of Writing focussing on a consistent approach to data collection and sharing
- The Explicit Teaching of Reading focussing on the a consistent approach to data collection and sharing

#### Numeracy

- Analysis of data sets to identify approaches to gain consistency to the teaching of reading. Alignment of practices with ACARA requirements

#### Retention, Attainment and Transition of Students

- School application of enrolment in state school policy regarding absences, reporting, exemptions

#### Curriculum Planning

- Continuing with implementation, shared planning and programmed moderation of the national curriculum learning areas. Over the four year strategic plan, continue the rollout implementation as required

#### Intervention Processes and Strategies

- Through parent / teacher interviews and newsletter, articulate support processes and intervention strategies that are utilised from a holistic to individual level

#### Strategic knowledge, direction and importance

- Ensuring a component of the regular P&C meeting has a strategic focus with updates / initiatives / improvement agenda is presented / discussed / developed. Information reflected on web page
- Forming a School Council as an Independent Public School

#### Student Support

- Reviewing and enhancing programs that focus on students' social and physical wellbeing

## Our school at a glance

#### School Profile

**Coeducational or single sex: Coeducational**

**Independent Public School: Yes**

**Year levels offered in 2015: Prep Year - Year 6**

**Student enrolments for this school:**

					Enrolment Continuity (Feb – Nov)
Total	Girls	Boys	Indigenous		

2013	517	238	279	33	97%
2014	535	247	288	31	96%
2015	474	221	253	27	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:

Oxley State School students are drawn from the suburbs of Oxley and surrounding suburbs. A broad range of socio-economic backgrounds are represented from lower middle to upper middle range.

ICSEA data identifies upward trend in the socio-economic profile. Our students come from a diverse range of ethnic and cultural backgrounds with Vietnamese and other Asian cultures being the most highly represented group after students from a European background. A range of African, Middle Eastern, and Pacific Island cultures are included in the cultural mix. Indigenous students account for 5% of the total number of students enrolled.

#### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	23	20
Year 4 – Year 7 Primary	22	22	26
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	21	5	8
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

- The curriculum at Oxley State School is informed by the DET P–12 Curriculum, Assessment and Reporting Framework which specifies the requirements for Queensland state schools for delivering the Australian Curriculum for Prep to Year 12.

- At Oxley State School, effective curriculum delivery is founded on the following five pillars: Teacher accountable learning, Explicit Instruction, Short term to long term memory, Frequent Evaluation of student learning and Effective Relationships.
- At Oxley State School, the primary method of teaching is Explicit Instruction. Explicit Instruction is based on the Gradual Release of Responsibility Model which aims to move students to a level where they are able to successfully complete tasks independently and experience a sense of accomplishment.
- Explicit Instruction is highly structured and focuses on three distinct stages that a student 'moves through': I Do (modelled), We do (guided) and You do (independent).
- There is an expectation that classroom delivery includes differentiation, where support, scaffolding and extension is offered so that all students can achieve their maximum potential.
- Warm-Ups play an integral part to Oxley State School's Explicit Instruction approach. The purpose of the warm up is to **consolidate** and **automatise** skills developed in the I Do, We Do, You Do from previous lessons. Moving information from short term memory to long term memory.
- At Oxley State School, our teachers use a number of standardised and diagnostic assessments to determine learning needs, achievement and teaching. These assessments are outlined in our Assessment and Reporting Framework - Tools Standards and Targets.

### Extra curricula activities

Oxley State School prides itself on the mix of and success of its extra-curricular activities. These fall into several areas, and participation is encouraged first and foremost, with opportunities provided for reaching a high level of performance. The following details these offerings:

Academic – Engagement with academic competitions as they arise such as ICAS, STEM and Maths tournaments

Instrumental Music program- Brass, woodwind and percussion tuition for students in Years 5 and 6. Proficient students are eligible to join the school band

Senior and Junior Choir – All students are eligible to join the choirs – Junior choir for P-3 students and Senior choir for Years 4 - 6 students

Percussion Group – MUD COMPANY – Students learn to play a range of percussion instruments

Under 8s Day – This day is a celebration for this age group. Children in P-2 participate in a wide range of sensory stimulating activities

Harmony Day –A special assembly is held to celebrate our diversity as a country and the diversity of student cultures and backgrounds represented in our student population

NAIDOC Day – A special assembly is held each year in July. It recognizes and celebrates aboriginal and Torres Strait islander culture and heritage

Friendship Club - This club operates each week in the Resource Centre. The Friendship Club provides alternative lunchtime activities for students in a supervised indoor environment

Leadership Program – Students in Year 6 are eligible to be elected as school, house or music captains. A student council is formed from elected class representatives from Years 4-6

School Camps – for students in Year 4 – Year 6

Skipping Club – Students learn to skip at a highly proficient level – aimed at fun and fitness

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

Information and Communication Technologies refers to a wide variety of both hardware devices and software, that may be used to collect, organise, present and store information. These technologies are recognised as tools integral to our modern world, which must be effectively mastered in order to open the doors to, not only access information, but as a means of sharing and communicating.

ICTs are used in all year levels and in all curriculum areas as a method of engaging students in learning, enabling the world to become part of the classroom, making experiences more real, current, relevant and interactive. Each class has a program planned for the development of skills in using the ICTs resource within their curriculum. Students develop skills that are transferable to programs that take place throughout the unit of work. Students from the Prep Year are actively familiarised with technologies which form such a vital component in our learning and for social communication.

Oxley State School utilises its school-wide Internet and network coverage to bring to the classroom top quality learning materials, including multi-media and online learning, and embracing the flexibility and interactivity now offered via a number of devices, including desktop computers, laptop computers and iPads.

In 2015 the school continued to engage a teacher with expertise in learning technology to assist teachers and to provide professional development as an Information Communication Technology Coach. The ICT Coach worked with students from Year 4 – Year 6 to support their ICT skills as well as engaging students with the CyberSafe Awareness team (DET).

## Social Climate

The provision of pastoral care and the development of students' social growth are very important to us.

### Student Leadership:

Leadership qualities are strongly emphasised in students at Oxley State School. Students are continually encouraged to be organised, show initiative, treat people fairly and display courage by 'giving things a go'. Students are encouraged to consider themselves 'ambassadors' of the school whenever they are in uniform and be great role models to other children.

Further leadership programs provide students in Years 4, 5 and 6 with opportunities to develop leadership skills and contribute to school decisions. Peer leaders and student leaders assist the Early Years students with games and social skills as well as raising funds for a nominated charity through the Student Council.

- Programs, based on Values Education, via the delivery of "You Can Do It" provide students with support and affirmation in relation to the development of virtues, citizenship, conflict resolution skills and the development of self-esteem.
  - The Program is further supported two days a week by a school Chaplain.
- Student behaviour in the playground is monitored and recorded by staff on duty – providing valuable information to track both positive and negative student interactions over time. This information is used to counsel and support students.
- An experienced Guidance Officer, Special Education Program Teacher and Support Teacher Literacy and Numeracy work at the school and are integral members of the school's Student Support Committee which is also the 'overarching umbrella' incorporating the Gifted and Talented Committee.

The schools Responsible Behaviour Plan for Students outlines the strategies used to ensure bullying actions are dealt with swiftly and decisively. All students are taught how to identify, respond to and report bullying actions. The school actively supports the victim of bullying through counselling and skill development e.g. resilience. The perpetrator is supported through counselling and compulsory reflection sessions. The school's high level responses e.g. suspensions are invoked when necessary to ensure a safe environment.

The students, the staff and the parents of Oxley work co-operatively and collaboratively to generate a climate of trust and support. The school community works together as a whole to encourage and support learning. We encourage every student to achieve to their potential and celebrate successes. This is founded on respect for each other, including selves, and respect for institutions, which may include the physical properties of the school, as well as the non-tangible assets such as friendship, compassion and tolerance.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	86%	94%
this is a good school (S2035)	100%	89%	94%
their child likes being at this school (S2001)	100%	95%	97%
their child feels safe at this school (S2002)	100%	93%	94%
their child's learning needs are being met at this school (S2003)	97%	86%	88%
their child is making good progress at this school (S2004)	94%	86%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	97%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	88%	97%
teachers at this school motivate their child to learn (S2007)	100%	88%	94%
teachers at this school treat students fairly (S2008)	97%	83%	97%
they can talk to their child's teachers about their concerns (S2009)	97%	95%	100%
this school works with them to support their child's learning (S2010)	100%	90%	88%
this school takes parents' opinions seriously (S2011)	97%	89%	94%
student behaviour is well managed at this school (S2012)	97%	90%	94%
this school looks for ways to improve (S2013)	97%	95%	97%
this school is well maintained (S2014)	100%	96%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	92%	93%
they like being at their school (S2036)	93%	89%	93%
they feel safe at their school (S2037)	96%	95%	92%
their teachers motivate them to learn (S2038)	97%	92%	93%
their teachers expect them to do their best (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	92%	95%	94%
teachers treat students fairly at their school (S2041)	89%	84%	86%
they can talk to their teachers about their concerns (S2042)	88%	87%	88%
their school takes students' opinions seriously (S2043)	87%	89%	88%
student behaviour is well managed at their school (S2044)	87%	81%	72%
their school looks for ways to improve (S2045)	93%	94%	93%
their school is well maintained (S2046)	90%	91%	94%
their school gives them opportunities to do interesting things (S2047)	89%	93%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	93%	83%
they feel that their school is a safe place in which to work (S2070)	100%	96%	95%
they receive useful feedback about their work at their school (S2071)	90%	78%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	88%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	90%	93%	90%
staff are well supported at their school (S2075)	83%	80%	70%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
their school takes staff opinions seriously (S2076)	87%	76%	72%
their school looks for ways to improve (S2077)	100%	96%	98%
their school is well maintained (S2078)	97%	100%	98%
their school gives them opportunities to do interesting things (S2079)	100%	84%	75%

# '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 encouraged to participate in their child's education from the outset. Opportunities for involvement are outlined at enrolment interviews, orientation sessions, parent teacher nights, curriculum information sessions, through information posted on the school website and in the school and class newsletters.

The philosophy of Oxley State School embraces communication between school and home and acknowledges that this is paramount. Open door policies facilitates further discussions between parents, teachers and students and are encouraged to provide school and home support for all students. Class teacher directed activities involving regular parent participation, be it in weekly reading group activities or weekly classroom help are also organised. Parents are also indirectly involved via the use of communication folders as required. Parents are encouraged to join with the school community to share their knowledge and expertise. Parents regularly join classroom teachers and assist with reading, maths, art, cooking and sport. Special events are widely supported by the school community. Irregular events include involvement at school discos, assemblies working bees and carnivals.

In class Voluntary Parent Support Programs operate, especially in the area of literacy where we have a number of keenly committed parents.

Parents have multiple opportunities for an active involvement in the school. These include the structured associations such as the School Council, Parents' and Citizens' Association, the various sub-committees of the P and C. In addition, there are meetings of the Class Representatives, a group of elected parents representing classes at a school and a social level.

Communication with parents is first class, with our weekly newsletter, published every Wednesday. An email copy is sent to those who prefer this way of receiving the newsletter, and it is also posted to the school website, via the QSchools app and the school FaceBook page.

## Reducing the school's environmental footprint

The school monitors electricity and water usage and encourages staff and students to engage in practices to reduce electricity and water usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	217,282	1,341
2013-2014	200,383	1,296
2014-2015	223,528	1,254

\*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	35	19	0

Full-time equivalents

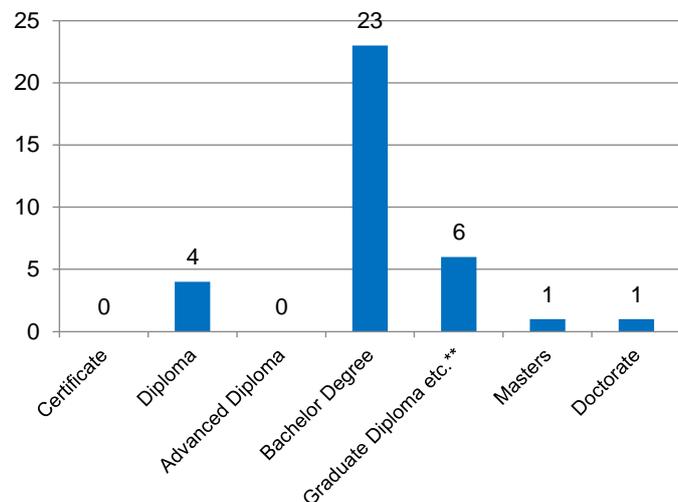
27

13

0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	23
Graduate Diploma etc.**	6
Masters	1
Doctorate	1
<b>Total</b>	<b>35</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 \$39 956.81

The major professional development initiatives are as follows:

- Whole of staff training in Explicit Model of Teaching and gradual Release of Responsibility (Fischer and Frey, Hattie, Archer)
- Curriculum – Term Curriculum Overviews and Planning proforma (planning days)
- Understanding and planning for differentiation
- GROWTH Coaching for two staff members – to be rolled out across all staff in 2016
- Teacher networking, Support teacher Literacy and Numeracy Networks, Special Education Teacher Networks
- Whole of School training in Pedagogy
- ICT – eLearning committee also organised weekly workshops, held before school for interested staff members.
- Assessment and Reporting Frameworks – report card, moderation
- Gifted and Talented Education
- Inclusive Education
- Pre service Teacher Education
- Coaching and Mentoring
- Work Place health and Safety
- Mandatory Training – e.g. CPR; Student Protection

The proportion of the teaching staff involved in professional development activities during 2015 was 98%.

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

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).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	88%

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)

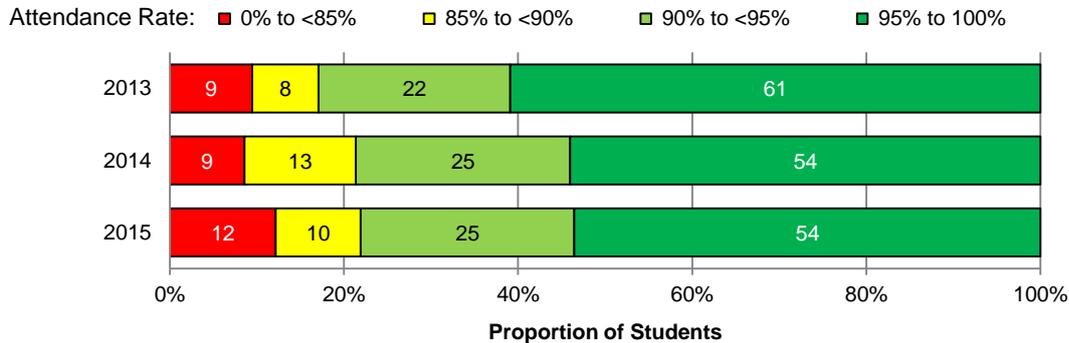
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	94%	93%	95%	94%	95%	94%	93%					
2014	93%	91%	94%	94%	95%	94%	95%	93%					
2015	93%	94%	92%	93%	91%	93%	93%						

\*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 school actively monitors student attendance. In 2014 classroom teachers marked an electronic roll twice a day, first up in the morning and immediately after the second lunch break. Classroom teachers monitor unexplained absences and follow up with parents through email or letter contact.

Irregular attendance patterns are noted and brought to the attention of the Administration who then work with parents to ensure students attend school. SMS-PR-029: Managing Student Absences procedures are implemented when necessary to ensure attendance.

## 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.

### Find a school

Suburb, town or postcode

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 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.