

Banksia Beach State School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 243 Bribie Island 4507
Phone	(07) 3408 5333
Fax	(07) 3408 5300
Email	principal@banksiabeachss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Principal Jacqui King

Principal's foreword

Introduction

Our Vision is to be known as a school of Excellence. Excellence in academic, sporting, performing arts and leadership. A school with high quality relationships with our parents and community. A school with high quality facilities, resources and outcomes.

We strive to:

- Develop a culture in the school where high expectations and aspiring to excellence is the norm for all.
- Develop a shared commitment to achieving Brand Banksia – Excellence.
- Provide quality educational experiences in a safe and supportive environment.
- Provide a strong academic, sporting and performing arts culture.
- Provide exceptional teaching for all students ensuring all children can perform to the best of their ability.
- Set and achieve SMART Targets for Cohorts and Year Levels.

The intent of this report is to provide parents and the community with a set of information that is common for all state and non- state schools in Queensland. It provides an overview of the highlights and successes for Banksia Beach State School during 2015.



Banksia Beach State School provides high quality education enabling every child to achieve personal excellence.

School progress towards its goals in 2015

		Developing	Continuing	Embedded
1	<ul style="list-style-type: none"> Implement and engage in regular reading and numeracy data discussions to inform improvement, guide teaching and prompt early intervention. Further develop teacher expertise in data analysis to inform effective teaching and learning 			✓ ✓
2	<ul style="list-style-type: none"> Implement both proactive and reactive strategies to increase student attendance to 95% Communicate and promote student attendance rates in the wider community Implement Attendance Badges for students who achieve higher than 95% attendance. 		✓	✓ ✓
3	<ul style="list-style-type: none"> Implement strategies to cater for students' academic, social and emotional needs Create engaging learning opportunities for all students that ensures each student has the opportunity for success		✓ ✓	
4	<ul style="list-style-type: none"> Embed English, Mathematics, Science, History & Geography (National Curriculum) using the C2C resource ensuring alignment with community expectations. 			✓
5	<ul style="list-style-type: none"> Develop Banksia Way based on ACARA Scope and Sequence. 		✓	
6	<ul style="list-style-type: none"> Implement screeners to identify those students requiring assistance with phonological awareness and letter/sound relationships (phonics) and deliver programs to address these – Reading Link, Daily Rapid Reading. Develop Banksia Framework which describes explicit instruction required in all classrooms. <p>Continue to embed a balanced reading program based on Sheena Cameron Reading Strategies.</p>		✓ ✓	✓
7	<ul style="list-style-type: none"> Develop a shared understanding and pedagogical practice of the 4 writing procedures: 1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing Align writing pedagogy to Pearson's Gradual Release of Responsibility Model Continue the use of a variety of teaching processes and resources e.g. 7 Steps to Writing, Sheena Cameron 		✓ ✓ ✓	
8	<ul style="list-style-type: none"> Develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting. Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to C2C content, Number lines, Part/Whole relationships, Reasoning and Estimation Practice and deepen number facts using Mental Maths Utilise second Master Teacher's action research to further develop and embed problem solving high level skills across the school. 		✓ ✓ ✓ ✓	✓

Future outlook

Attendance Targets 2016

Currently Attendance Rate is 92.7%. Target for 2016 is 97%

Strategies we will implement to achieve this target:

- 1 'Every Day Matters'. Weekly visits by members of the leadership team highlighting and rewarding 100% attendance.
- 2 Teachers refer to Class Dashboard weekly to monitor class and individual attendance.
- 3 Class 'Thermometer' used to display current attendance rate and target in classrooms.
- 4 Achievements badges to reward Attendance. 94% in 2015, 97% in 2016, 100% in 2017 and beyond.
- 5 If a child is away for 3 consecutive days, teachers contact the office staff who will make a phonecall home.
- 6 Repeat offenders will be referred to the Guidance Officer for a phone call home to discuss the issue.
- 7 Multiple repeat offenders will be referred to Mrs King for appropriate consequences to be put in place.

A-E data English Targets 2016

Currently A-E data for English is: 7% A, 22% D/E. Target for 2016 is 10% A, 15 % D/E.

Strategies we will implement to achieve this target:

1. Know Your Learner - diagnostic data - targeted teaching
2. Explicit teaching of reading comprehension using Sheena Cameron strategies, Guided Reading and Reciprocal Reading
3. Targeted teaching of Higher Order Thinking skills to problem solving comprehension questions
4. Understanding 'Writing Criteria'. Explicit teaching of each criteria and how to achieve high scores in each
5. Support programs such as Mini and Multi Lit
6. Ongoing formative assessment to determine teacher impact and targeted teaching of individual/groups of students
7. Professional development in assessing the learning of 'English' and using evidence to differentiate
8. Small group instruction for Year 3 & 5 students below NMS (NAPLAN) and students who are in U2B (NAPLAN), taken from pre-data. Provision of explicit instruction to these students by a teacher, based on what the students know now and what they need to know and do next.

A-E data Math Targets 2016

Currently A-E data for Mathematics is: 17% A, 17% D/E. Target for 2016 is 19%, 15% D/E.

Strategies we will implement to achieve this target:

- 1 Analyse Early start testing results for and use information to inform teaching.
- 2 Implement NCR diagnostic tests Term 1 and 4.
- 3 Know Your Learner- diagnostic data - targeted teaching.
- 4 Use teacher aides within the year level for targeted intervention.
- 5 Data Focus each term.
- 6 Small group instruction for Year 3&5 students below NMS (NAPLAN) and students who are in U2B (NAPLAN), taken from pre-data.

NAPLAN At or Above National Minimum Standards Targets 2016

Currently Naplan At or Above National Minimum Standard trend data is:

Year 3 : Reading 94.3%, Writing 94.8%, Spelling 93.1%, GP 96.9%, Numeracy 98.7%.

Year 5: Reading 97.7%, Writing 92.7%, Spelling 93.8%, GP 93%, Numeracy 96.9%.

Target for 2016 is

Year 3: Reading %, Writing %, Spelling %, GP %, Numeracy %.

Year 5: Reading %, Writing %, Spelling %, GP %, Numeracy %.

NAPLAN Mean Scale Score Targets 2016

Currently Naplan Mean Scale Score data is:

Year 3 : Reading 57%, Writing 41%, Spelling 48%, GP 54%, Numeracy 47%.

Year 5: Reading 55%, Writing 46%, Spelling 44%, GP 47%, Numeracy 42%.

Target for 2016 is %

Year 3: Reading 59%, Writing 52%, Spelling 50%, GP 56%, Numeracy 56%.

Year 5: Reading 57%, Writing 50%, Spelling 50%, GP 50%, Numeracy 50%.

(Year 5 Cohort comparison targets Writing 54%, GP 64%, Numeracy 58%)

Strategies we will implement to achieve this target:

- 1 Structured and prescribed lesson to be covered across year level each week.
- 2 Intensive focus on Sheena Cameron reading strategies and Seven Steps in Writing strategies across school
- 3 Writing workshop for year levels to provide consistency on writing structure
- 4 Test-taking strategies daily in class
- 5 Small group invention three times a week for with members of Management team
- 6 Upper Two Band developing higher order thinking skills with Master Teachers

NAPLAN Upper two bands Targets 2016

Currently Naplan Upper Two bands trend data is:

Year 3 : Reading 60.1%, Writing 40.6%, Spelling 43.4%, GP 56.6%, Numeracy 29.9%.

Year 5: Reading 36.2%, Writing 21%, Spelling 30.5%, GP 34.4%, Numeracy 20%.

Target for 2016 is %

Year 3: Reading 62%, Writing 43%, Spelling 45%, GP 59%, Numeracy 32%.

Year 5: Reading 38 %, Writing 23%, Spelling 33%, GP 37%, Numeracy 22%

(Year 5 Cohort comparison targets: Reading 40%, Writing 45%, Spelling 37%, GP 47%, Numeracy 36%)

Strategies we will implement to achieve this target:

- 1 Target upper two bands in structured and prescribed lessons in small groups in numeracy and writing
- 2 Stamina in writing
- 3 Explicit teaching of Sheena Cameron reading strategies and Seven Steps in Writing
- 4 Writing workshop for year levels to provide consistency on writing structure
- 5 Test-taking strategies daily in class
- 6 Upper Two Band developing higher order thinking skills with Master Teachers

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1085	509	576	45	93%
2014	1135	552	583	46	95%
2015	1059	518	541	41	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:

Banksia Beach State School provides education to primary age students from Prep to Year 6. The School was established in 1992, and in 2015 had a total enrolment of 1067 4% of students were identified as Indigenous students and 4% had a language other than English. 62% of the students come from middle quarter of socio economic groups, 18% from the top quarter and 21% from the bottom quarter. Banksia Beach's student enrolment is controlled by an enrolment management plan. There were 43 classes for students from Prep to Year 6. Classes consisted of single and multi-age classes.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	24	23
Year 4 – Year 7 Primary	24	25	23
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	14	8	2
Long Suspensions - 6 to 20 days	2	2	1
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

Banksia Beach offers a diverse range of learning opportunities for students. We have a well-developed core curriculum that focuses on key learning areas – English, Mathematics, History, Science, Geography, Art, Music, Health and Physical Education and Languages Other Than English (Indonesian)

- Prep year’s teaching and learning programs, developed in accordance with the DET Early Years Curriculum Guidelines and multi-age teaching principles
- There are strongly defined curriculum plans which define areas of explicit teaching. These are developed from the Australian Curriculum, C2C and “The Banksia Way. Banksia Beach has a very well developed Assessment and Reporting Framework which clearly defines targets and benchmarks for all year levels and subjects.
- Specialist programs are provided in music, instrumental music, gifted and talented extension classes, IT, Intervention including Support a Reader/Writer and Talker and Special Education.
- Banksia Beach through effective unit planning creates an environment which embraces information technology throughout the school. Our computer labs and connected classrooms ensure we are implementing “Smart Classrooms” strategies

Extra curricula activities

Banksia Beach encourages children to participate in a wide variety of extracurricular programs in addition to the regular curriculum. 2015 was a very successful year for us in all extra curricular activities.

Activities offered in 2015 include:

- Enrichment program in Mathematics and Science. Banksia Beach children achieved Highly commended in the National Young Scientist of the Year and thirty- four students achieved SPECTRA Awards from the Australian Science Teacher’s Association Science students also won the University of Newcastle Science and Engineering Challenge.
- Senior and Junior Competition Choir.
- These two choirs have a performance and competition focus. Successfully competed at several competitions in 2015 they won the QYMA Champion Open Choir and Junior Choir and won both sections at the at the Sunshine Coast Eisteddfod.
- Instrumental Program which provides small group tuition in strings, woodwind, brass and percussion leading up to ensemble Instrumental music performances
- Banksia Beach Concert Band performed successfully at many venues and was awarded a Gold Medal at the Brisbane Band Festival. They were also awarded the “Performance

of the Weekend.” Brisbane Band festival 2015. They also won the St Columbun’s Primary School Band Competition. Every competition they entered they won.

- Big Band won the Brisbane Band Festival.



Banksia won every Music competition it entered in both Band and Choir in 2015

How Information and Communication Technologies are used to improve learning

All students, staff and volunteer helpers have access to computers through a Local Area Network. Banksia Beach State School has a very highly developed Information Technology program.

Children have dedicated IT lessons and an IT Continua guides the development of skills from P-6.

All classes have access to Smart Boards and all Yr 6 children have access to a “Smart Classroom”.

These classrooms are fitted with either desk top computers for each group or wireless laptops. Each classroom has a minimum of four networked computers to enable improved outcomes. Interactive whiteboards are available in all class rooms.

Children have access to two computer labs both during school and break times. Extension IT classes and specialized areas are offered on Friday afternoon interest times.

All unit plans are written with an information technology focus and students are asked to demonstrate outcomes using specific programs. At least one assessment item per unit must be submitted using technology. A large number of smart devices support learning in all classrooms.

Social Climate

A safe and disciplined learning environment is supported by a strong behaviour management plan.

Children are encouraged to achieve Gold Certificates each term. These certificates then lead to the achievement of Bronze, Silver and Gold badges.

In 2015 we continued with our Achievement Badges which children are able to earn in Sport, Music, Behaviour and Citizenship.

During 2015 we continued to emphasize the Banksia Beach of Pride, Unity Respect and Excellence.

Each assembly a class produces a skit or song to demonstrate one of these key values.

Some of the key aspects of our school climate include:

Class sizes maintained below 25 for early years and below 28 for middle years.

A full school uniform including a formal uniform and band performance uniforms.

Blazers are provided for all performance groups and all representational duties.

Buddy programs

High level of community involvement.

Lower and upper students have distinct playing areas during recess times but are provided with opportunities to interact at other times. These include:

Buddy classes

Student council

School events such as musicals, performance afternoons, celebration days, fetes and discos.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	97%	97%
this is a good school (S2035)	100%	93%	99%
their child likes being at this school (S2001)	100%	97%	99%
their child feels safe at this school (S2002)	95%	95%	99%
their child's learning needs are being met at this school (S2003)	100%	95%	96%
their child is making good progress at this school (S2004)	100%	95%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	98%	93%
teachers at this school motivate their child to learn (S2007)	100%	95%	93%
teachers at this school treat students fairly (S2008)	100%	83%	87%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	93%
this school works with them to support their child's learning (S2010)	100%	92%	94%
this school takes parents' opinions seriously (S2011)	100%	86%	86%
student behaviour is well managed at this school (S2012)	100%	90%	95%
this school looks for ways to improve (S2013)	100%	95%	93%
this school is well maintained (S2014)	95%	95%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	99%	97%
they like being at their school (S2036)	98%	96%	93%
they feel safe at their school (S2037)	99%	97%	95%
their teachers motivate them to learn (S2038)	100%	100%	96%
their teachers expect them to do their best (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	99%	100%	93%
teachers treat students fairly at their school (S2041)	95%	93%	90%
they can talk to their teachers about their concerns (S2042)	95%	91%	93%
their school takes students' opinions seriously (S2043)	98%	97%	93%
student behaviour is well managed at their school (S2044)	98%	97%	95%
their school looks for ways to improve (S2045)	99%	99%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school is well maintained (S2046)	98%	98%	97%
their school gives them opportunities to do interesting things (S2047)	98%	99%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	95%	95%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	93%	88%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	93%	100%
students are encouraged to do their best at their school (S2072)	100%	98%	98%
students are treated fairly at their school (S2073)	95%	93%	93%
student behaviour is well managed at their school (S2074)	95%	98%	100%
staff are well supported at their school (S2075)	95%	93%	93%
their school takes staff opinions seriously (S2076)	96%	98%	93%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	100%	98%	100%
their school gives them opportunities to do interesting things (S2079)	100%	93%	98%

'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

Banksia Beach State School is highly respected in our school community and parental expectations are high. In 2014 92% of parents reported being satisfied with the opportunities they had to participate in the life of the school.

Parents are welcomed into our school to assist our school achieve greater outcomes.

Opportunities included:

- An extensive volunteer program including gifted and talented extension/ support a reader/writer and talker. Parents run extension maths and science classes and assist in the coaching of teams.
- Participation in classroom and special open days such as book week, under 8's week, sporting events, assemblies and Education Week.
- P&C functions and a variety of fundraisers.

Parents are provided with numerous opportunities to play an important role in their child's education. These include:

- P&C Meetings – once a month interested parents are invited to meet and discuss the direction our school is progressing in, fund raising activities and to hear a report from the Principal.
- . Year Level Representatives meeting
- . Music supporters Meetings.
- Parents are encouraged through twice yearly reporting to share any concerns and to celebrate achievements.

Reducing the school's environmental footprint

The school is actively involved in recycling. This program involves all classes educated on the values of recycling and participating on a weekly basis. We actively support travel smart to school initiatives to reduce pollution and greenhouse gas emissions.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	217,888	4,168
2013-2014	219,763	4,222
2014-2015	220,592	6,872

*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.

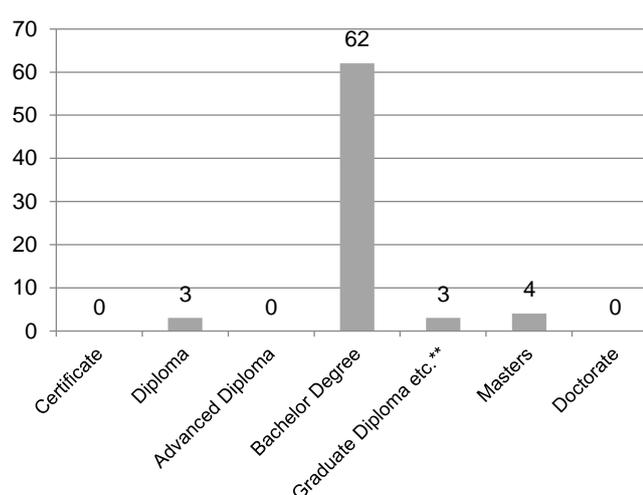
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	70	39	0
Full-time equivalents	63	26	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	62
Graduate Diploma etc.**	3
Masters	4
Doctorate	0
Total	72



*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 was \$68 450 .

The major professional development initiatives are as follows:

Mentoring for Young Teachers
 Release for Mentoring
 Year Level Learning
 Cooperative Learning Skills
 Higher Order Thinking Framework
 Targeted Teaching
 Sheena Cameron – Teaching of Reading and Writing
 Mazarno – Art and Science of Teaching
 7 steps writing
 Whole School Positive School Behaviour
 Effective use of Data Analysis
 AITSL

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%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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
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The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	93%
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The attendance rate for Indigenous students at this school (shown as a percentage).	91%	87%	89%
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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	92%	91%	92%	92%	91%	92%	92%	90%					
2014	94%	91%	93%	93%	93%	92%	92%	92%					
2015	93%	93%	93%	93%	93%	93%	92%						

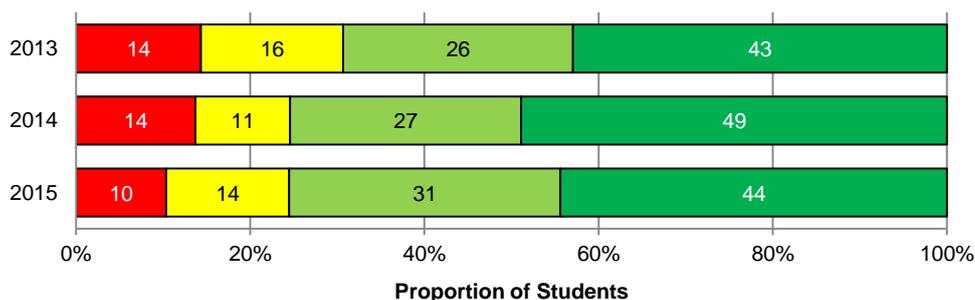
*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total 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.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



Description of how non-attendance is managed by the school

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.

Rolls are marked by teachers every morning and afternoon session. Non-attendance is managed firstly by teachers requesting notes for all absences. Unexplained absences are followed up by admin staff on a Friday. Any concerning absenteeism is then managed by the principal.

At Banksia Beach state School everyday matters and unless ill children are expected to be in attendance. Deputies each week in their class visits reward students who have been in attendance all week and on time. Each week attendance rates in each class are displayed on a notice board and improvements celebrated. A new attendance badge has been added to our badges for any child who is in attendance more than 94%.

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

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.