



Windaroo State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



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School Overview

Windaroo is a caring school community committed to quality education for all. This Statement of Purpose is reflected in our school motto: "Caring and Learning Together". The school family is seen as an extension of the home family, working together to improve the holistic development of all students. All staff are committed to this ethos and we strive to achieve the best outcomes for everyone. The school achieves its mission by constantly implementing and reviewing our Curriculum and Assessment and communicating between ourselves and our school community about these programs and results. Our Core Values: Care, Co-Operation, Respect, Responsibility, Self-Esteem and Self-Reliance play a vital role and are demonstrated by our staff and students who are involved in a variety of Leadership roles within the school, Student Council, Big Buddy and Imaginary Play Programs, Clubs and also in community days and projects. The school caters for multi and single age classes where teachers prepare, plan and moderate student work. Classroom programs are well-balanced, following EQ guidelines and the essential learnings are emphasised through explicit teaching and rigor building on the foundations of English and Maths. We use our guiding principles to maintain a level of excellence. These include responding to individual needs in a socially just manner, management and moderation through consultation and collaboration, partnership with, and accountability to, the community, and valuing people and their contributions. We strive to provide high standards of behavior, strong values, excellence in academic programs, support for each child's learning needs and a pride in oneself and it is for these reasons that we commend our school to you. We welcome you and invite you to seek out more information about our wonderful community.

Principal's Forward

Introduction

Windaroo State School is committed to providing a quality education for all students. 2016 has been a productive school year, which has seen the consolidation and embedding of school-based reading and mathematics programs. There continues to be very strong, high levels of student and parent satisfaction and community support for our school.

In 2016 students have demonstrated above National Minimum Standards across all domains. Increasing the performance of students across the top two bands remains a major focus for improvement. The continued support of the "Improvement and Resourcing Committee" and its continued focus on our enhancement programs for Literacy and Numeracy has shown vast improvement. Our Head of Curriculum works closely with this committee to develop and implement curriculum planning and responses to student needs.

School Progress towards its goals in 2016

- Create a Windaroo SS English Unit Overview using the Australian Curriculum, QCAA and C2C documents as a guide.
- Continue program of class walkthroughs by Administration focussing on school priorities.
- Continue embedding whole school reading and writing program including school-wide commitment to STRIVE vocabulary program and Seven Steps to Writing Success.
- All Domains to use current and historic trends to identify needs of students in Reading.
- Literacy Coach (Reading) to continue to mentor teachers on instructional routines.
- Literacy Coach (Writing) to develop a WSS Writing Program incorporating Sheena Cameron writing program and Seven Steps to Writing as well as mentor teachers on instructional routines
- STLaN to provide coaching and mentoring with Year 6 class teachers and new staff on the implementation of STRIVE.
- Provide professional development to all teaching staff on implementing Words Their Way.
- Embed Words Their Way as the Windaroo State School Spelling Program school-wide

- Use Words Their Way and Metro Region’s “How to Teach Spelling” as a guide for the development of a school-wide spelling program.
- Teachers to plan their class Maths programs using the Windaroo Mathematics Overview for their year level.
- Implement Number Facts Scope and Sequence
- All Domains to use current data to identify needs of students in Numeracy
- Provide professional development to teaching staff on the ‘Polya’ Problem Solving strategy
- Use ‘Polya’ strategy to embed problem solving across the mathematics curriculum.
- Continue new school-wide moderation model mid Term 2 and 4 to ensure consistency of judgement using the Windaroo Moderation Marking Matrix
- Class achieving the best attendance record for the fortnight select the song to be played as the bell tone for breaks.
- Continue SALS letters and follow up process with class teachers and Deputy Principals.
- Communicate high expectations of attendance with staff and parents via assemblies, newsletters, information sessions and class newsletters.
- Encourage students to be on time and reduce late arrivals by rewarding students.
- Develop, adopt and adapt the Professional Framework for teachers and staff using AITSL standards to complete required Professional Performance Plans.

Future Outlook

- Embed in the teaching and learning of English across the school these specific pedagogical strategies: Gradual release of Responsibility; Literacy Blocks; Modelled, Shared, Guided and Independent learning opportunities in Reading, Writing, Speaking and Listening.
- Continuation of the Literacy Coach to focus on Writing
- Use of streamlined unit overviews to inform whole school, year level and classroom planning of English.
- Consolidate and monitor use of key programs such as STRIVE, Words Their Way, Seven Steps to Writing and QAR.
- Implementation and monitoring of consistent U2B strategies of text complexity, effective questioning, independent learning and critical thinking in Reading.
- Provide professional development on identifying data using a range of formative, summative and diagnostic assessment tools and extend high performing students in Reading.
- Develop a WSS Writing Program incorporating Sheena Cameron writing program and Seven Steps to Writing.
- Provide professional development for staff on goal setting for students and providing feedback to students and peers.
- Implement a set of agreed pedagogical practices (as per Pedagogical Framework and Maths Program) across the whole school.
- Implement a set of agreed pedagogical practices in Mathematics – WALT/WILF, Gradual Release of Responsibility, Numeracy Block, Maths Vocabulary, Problem Solving across the whole school.
- Implement a whole school Number Facts Scope and Sequence across the school.
- Provide professional development to the staff on pedagogical practices including the POLYA Problem Solving strategy.
- Development and use of the Windaroo SS Problem Solving Thinkboard
- Implementation and monitoring of consistent U2B strategies of text complexity, effective questioning, independent learning and critical thinking

- Implement a range of effective U2B strategies for Mathematics in classrooms and as part of the Enhancement Team program
- Provide professional development on identifying data using a range of formative, summative and diagnostic assessment tools and extend high performing students.
- Identify through data, high performing students and extend their knowledge through engagement in problem solving and reasoning strategies.
- All Domains to use current and historic trends to identify needs of students in Reading.
- All Domains to use the “Tracking to NAPLAN” document with key strategies and targets for student in Reading and Maths.
- Implement and embed Digital Technologies into the Year 5 Curriculum.
- Provide Technologies (Digital and Design) mentoring to assist in the integration of the Technologies learning area.
- Create digital projects to provide students with the tools and confidence to investigate problems, make decisions and create design solutions relating to real-world contexts.
- Introduction of coding (visual programming) to selected year levels including robotics.
- Continue the program whereby the class with best attendance record for the fortnight choose the song to be played as the bell tone for breaks.
- Continue SALS letters and follow up process with class teachers and Deputy Principals.
- Communicate high expectations of attendance with staff and parents via assemblies, newsletters, information sessions and class newsletters.
- Encourage students to be on time and reduce late arrivals by rewarding students.
- Embedding of the Annual Performance Review Process ensuring that all staff develop their Annual Performance Plan each year. Feedback (written and visual) to be given to staff throughout the process.
- Mentor Aspiring Leaders.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	933	476	457	44	94%
2015*	875	425	450	50	94%
2016	923	449	474	52	96%

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

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

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

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

Characteristics of the Student Body

Overview

Windaroo State School is a coeducational Band 10 Primary School, opened in January 1992. The student population, though represented by a wide range of socio-economic backgrounds, is primarily “middle working-class” and is characterised by a small percentage of single income families and single parent families. Student turnover is relatively low. We are experiencing an increased enquiry for enrolment into our school.

Our school offers a curriculum from Prep to Year Six.

A Special Education Program also operates in the school to support students with low incident support needs.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	23
Year 4 – Year 7	25	25	25
Year 8 – Year 10			
Year 11 – Year 12			

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Windaroo State School provides a curriculum based on the Australian Curriculum with Education Queensland's Curriculum into the Classroom units providing useful resources. There is an emphasis on Literacy and Numeracy skills.

In addition our offerings include:

- Science specialist program from Prep to Year Five
- LOTE Year 5-6 – Japanese
- Extensive sports program
- Instrumental Music
- Maths extension program in Year 4-6
- Innovative links to Windaroo Valley State High School with technology and environmental science.

Co-curricular Activities

Our offerings include:

- Junior and Senior Choir
- Bi-annual musical
- Interschool sports
- Athletics carnivals
- Annual cross country
- Student leadership program
- Big Buddy Program
- Chaplaincy Program
- SUPA club
- Before and After School Care on campus
- Koala Joeys Program
- Excursions
- Leadership camp for Year 6 students
- Student Council
- Various before school and lunchtime clubs run by senior teachers

How Information and Communication Technologies are used to Assist Learning

ICTs are integrated across the curriculum to provide opportunities for student learning. We have a range of devices available for use, including:

- Two computer labs (1 x Apple Mac lab and 1 x Windows lab) providing whole class lesson facilities
- Each class has either networked computers for small group or individual tasks, or a set of iPads that are connected wirelessly to the school network.

To enhance and supplement their learning, students have access to the Learning Place, Mathematics and Reading Eggs programs with their vast array of resources and activities.

These can also be accessed at home for homework tasks, extension and revision activities.

Each classroom and learning area has a data projector or Interactive Whiteboard to enable teachers to display work, information and activities. Staff incorporate a range of activities including publishing, data collection, presentations, research, analysis, creation etc, all of which are derived from their curriculum units.

Our latest journey into the use of iPads is being developed across targeted year levels and will continue to expand to all classes in the future.

Some teachers have participated in BYOD training and have school iPads to use in their rooms. They have begun experimenting with how to use them to display work and incorporate student iPads into their programs using Airserver.

Social Climate

Overview

Windaroo State School has a safe and supportive environment. The high levels of student and parent satisfaction are demonstrated by our School Opinion Survey results.

An extensive student leadership program is a key feature of our school. Student leaders are elected by the student body. The Student Council meets regularly with the Administration Team and leads the student body.

Our Big Buddies Program provides student leaders who are extensively trained to support younger students in the playground. These students undertake 5 hours of training in working with others to help them with their problems. Big Buddies are rostered to work each day and provide additional support for students. This program has been highly successful and is appreciated by students, parents and staff.

The Supportive School Environment committee run a range of initiatives to support positive behaviour and anti-bullying strategies. These include the use of the very successful High-5 anti-bullying strategy and 'Behaviour of the Week'.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	94%	98%
this is a good school (S2035)	96%	97%	99%
their child likes being at this school* (S2001)	99%	96%	98%
their child feels safe at this school* (S2002)	99%	96%	98%
their child's learning needs are being met at this school* (S2003)	94%	90%	95%
their child is making good progress at this school* (S2004)	93%	90%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	95%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	86%	94%
teachers at this school motivate their child to learn* (S2007)	91%	92%	94%
teachers at this school treat students fairly* (S2008)	91%	90%	94%
they can talk to their child's teachers about their concerns* (S2009)	94%	96%	95%
this school works with them to support their child's learning* (S2010)	85%	90%	94%
this school takes parents' opinions seriously* (S2011)	88%	86%	94%
student behaviour is well managed at this school* (S2012)	96%	90%	96%
this school looks for ways to improve* (S2013)	94%	94%	98%
this school is well maintained* (S2014)	99%	98%	99%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	98%
they like being at their school* (S2036)	99%	98%	98%
they feel safe at their school* (S2037)	100%	98%	99%
their teachers motivate them to learn* (S2038)	100%	99%	99%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	97%
teachers treat students fairly at their school* (S2041)	97%	95%	97%
they can talk to their teachers about their concerns* (S2042)	96%	97%	97%
their school takes students' opinions seriously* (S2043)	99%	100%	98%
student behaviour is well managed at their school* (S2044)	100%	99%	99%
their school looks for ways to improve* (S2045)	100%	100%	98%
their school is well maintained* (S2046)	100%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	99%	99%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	99%
they receive useful feedback about their work at their school (S2071)	94%	92%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	88%	88%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	99%	100%	100%
student behaviour is well managed at their school (S2074)	99%	95%	98%
staff are well supported at their school (S2075)	96%	92%	98%
their school takes staff opinions seriously (S2076)	97%	91%	98%
their school looks for ways to improve (S2077)	99%	95%	100%
their school is well maintained (S2078)	100%	98%	100%
their school gives them opportunities to do interesting things (S2079)	96%	95%	94%

*Nationally agreed student and parent/caregiver items
[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
 DW = Data withheld to ensure confidentiality

Parent and community engagement

Parents play an active and important role in our school community life. Parent helpers can be found in our classrooms each day. Many help in curriculum activities including helping with Rug Reading, home readers or as class helpers.

Other ways in which parents are partners in our school include canteen volunteers, school banking and P&C. Our P&C plan and host various events throughout the year. These have been highly supported and have opened the doors to even more families in the school getting to know each other creating a real sense of community.

Respectful relationships programs

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

Respectful Relationships are being addressed through the following:

- Responsible Behaviour Plan
- The High Five Strategy
- Values Tokens
- Behaviour of the Week
- Protective Behaviour Program
- Bullying Policy
- Chic Chat Program
- Big Buddies
- First Four Weeks Program
- Life Education
- Kids in Care
- Community Safety Programs – LCC & QPS
- Guidance Officer
- School Chaplain

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	30	18	12
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 2103 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 exclusions. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Windaroo has implemented the following strategies to reduce our carbon emissions within our school and community:

- Low energy light bulbs
- Blackout policy outside school hours
- Our newsletters and internal communication is now almost entirely through email
- Solar panels to return energy to the grid. Our students are monitoring our energy usage through the 'Solar Schools' network
- Many building fitted with screens and awnings over windows to reduce cooling requirements
- 5 x 50,000 litre water tanks harvesting approx. 2,000,000 litres of rainwater each year. This water is then gravity fed onto gardens and lawns, thus reducing carbon emissions as a result of water pumping costs as well as enabling us to 'green' more areas and offset some of our carbon production by returning more oxygen to the atmosphere from our plants

- Recycling Team collect all appropriate food scraps and place them in a purpose built compost bin at the back of the school Year 2 students are involved in a rubbish audit and work on ways to resolve the issue.

We are continually working hard to educate our students on the necessity to save energy and resources. For example:

- Prep – year 6 students are able to volunteer for our “Green Team”. Four times a week, students give up their time to collect rubbish, recycle, compost, tend our worm farms, work in our vegetable garden, weed, mulch, care for our native animal pets
- Year 5 students research and draw plans for energy saving houses as a culminating activity for their ‘Energy and Change Unit’
- Every year, our year 4 students identify an area in our school that is suffering from soil loss as part of their soil conservation unit and together with the help of the Administration Officer and Facilities Officer rectify the problem with retaining walls, water tanks to stop run off etc.
- Preps to 3 are immersed in learning about recycling, protection of wildlife, properties of materials
- We have a litter busters competition that runs all year round, in an attempt to prevent the rubbish from our school entering our waterways
- Since 2010 we have applied for and won over \$71000 in grants and prize money from Science competitions and awards enabling us to develop over two acres of barren playground into gardens of native, indigenous and endangered plants
- We run a market flower and vegetable garden with the students
- A native bee colony to pollinate the extensive native garden, two frog ponds to encourage native frogs
- Project 4000 runs four times a year to highlight rubbish issues and inform students of appropriate behaviours

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	246,033	3,637
2014-2015	243,221	19,820
2015-2016	249,501	5,160

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

Suburb, town or postcode

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	69	33	0
Full-time Equivalent	58	23	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	14
Bachelor degree	50
Diploma	0
Certificate	1

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 23,160

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Literacy- in particular reading and Words Their Way
- C2C
- Moderation
- Data analysis for student improvement
- Senior Experienced Teacher Mentoring Program

All staff participated in Pupil Free Day professional development and training. In addition staff attending outside school activities shared and reported their learning at school. The Head of Curriculum has a significant role in training and development with staff which helps keep PD expenditure low

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	92%	93%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

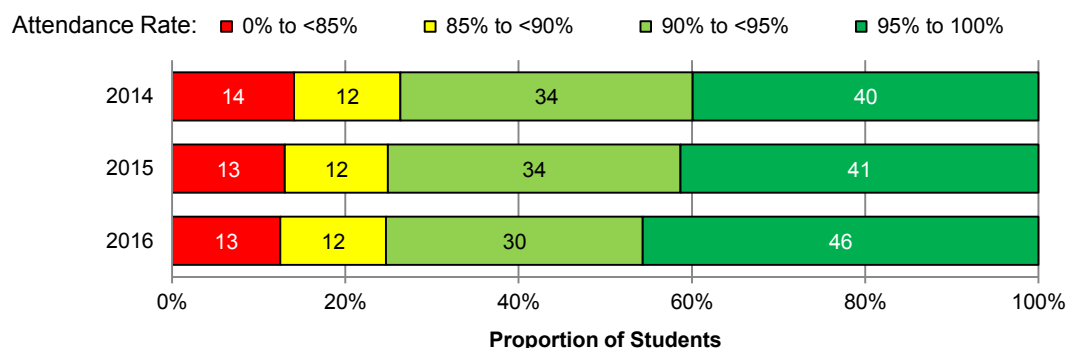
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	92%	93%	93%	93%	92%	93%					
2015	92%	92%	93%	92%	93%	93%	93%						
2016	93%	91%	93%	93%	92%	93%	92%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Our school maintains an electronic enrolment management system to ensure we have accurate student records. Student arrival and departure times are logged to ensure absences are monitored. Teachers and Office staff ask and record reasons for student late arrival, early departure and Days absent. Student absence is monitored on a daily and weekly basis. Each day an SMS is sent for unexplained absences to the primary parent. Replies are recorded to offset these absences. Each week a Student Absence Letter is generated and sent home for any "Unexplained Absences". If a student is absent and contact is not received from parents for the absence, the class teacher contacts that parent and if there is still no contact from parents, it is referred to the Deputy Principal. Remaining Unexplained Absences appear on the end of Semester Report Card. Rolls are marked twice daily for the safety of your children and for accurate attendance records. We ask that parents support the school in this endeavour.

NAPLAN

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

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

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