



Tinana State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

Postal address:	239 Gympie Road Tinana Maryborough 4650
Phone:	(07) 4120 8000
Fax:	(07) 4121 3148
Email:	principal@tinanass.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:	Mr David Burns, Principal

School Overview

Tinana State School is a newly appointed Independent Public School delivering relevant, quality education for all children within a supportive school environment. We strive to meet the needs of all students in pursuing high levels of educational attainment by creating a safe, tolerant and disciplined environment for students; preparing young people to be active and reflective Australian citizens; supporting students to become active in community, economic and political life; developing the skills and desire for lifelong learning; and, building students' confidence in their relationships with other cultures in their community. Our school fosters the key values of Safety, Effort, Respect and Self-Responsibility. At Tinana, our goal is for students to apply themselves to the best of their ability so that they experience success, have positive self-image and relate well with others within the learning environment. Our Prep to Year 6 programs are developed using the Early Years Curriculum Guidelines. There is a strong emphasis on Mathematics, English and Science, with teachers undertaking regular professional learning to maintain their skills in teaching these subjects. Literacy, Numeracy and Information and Communication Technologies are developed across all subject areas. Specialist teachers deliver Physical Education, Music, Library Skills and German as a second language. We strive to cater for all students including those who are gifted and talented, those in need of early intervention support programs and students with disabilities requiring special needs support. Students with disabilities work within the regular class setting with support from our Special Education Program team. Classroom teaching programs are balanced and innovative. We are committed to the social and emotional learning needs of our students with our 'You Can Do It' Program running from Prep to Year 6. This program fosters the skills of resilience, confidence, persistence, organisation and getting along in order to enhance our readiness to learn. Our school is active in the community; participating in Anzac Day, eisteddfod competitions (choir, small group, singing, instrumental music, choric speaking and literary sections), Maryborough Technology Challenge and local sporting competitions. Our chaplain addresses the religious, spiritual and/or ethical needs of students. We recognise and value the role of parents in education at Tinana. Parents are encouraged to become actively involved in the school as classroom and school volunteer helpers. Our Parents and Citizens Association is representative of the school community and provides the support, advice and additional resources critical to our success. We are privileged to have a number of volunteers working within our school including classroom assistants, tuckshop and uniform shop volunteers. Tinana State School has been proudly serving the Tinana community since 1875.

Principal's Foreword

Introduction

The 2016 School Annual Report outlines the priorities and initiatives that have been a feature of our work over the last twelve months. In this report, we celebrate our success as an effective school operating within the Maryborough Cluster of State Schools and within a vibrant state schooling sector.

School Progress towards its goals in 2016

Our school priorities remain

- The effective teaching of Reading
- The effective teaching of Numeracy
- Extending our highest performing students
- Student attendance

Reading

Reading practice in the school continues to be embedded using a gradual release model of instruction. This supported by a coaching model. Regular professional development has allowed our teachers to refine their craft. Over the past twelve months, we have added an additional layer of teacher aide support to our reading programs. Teacher aides have been trained and coached in the delivery of guided reading lessons and now support an additional 2 lessons per week to each group enhancing the work of our expert teachers. Teacher aides have regular team meetings with the coaches to discuss practice and to familiarise themselves with the learning to take place in reading sessions. We believe that this work is further enhancing the reading capability of our students.

Numeracy

The development of effective and efficient numeracy practices in the school continues to grow with teachers using student pre-assessments as a basis for further supported planning and concept development. This process is well supported by our Master Teacher working in a coaching model. Our daily warm-ups continue to address high priority learning of key concepts. Additional work on mental computation has been undertaken with teachers building numeracy rich routines into their daily mathematics focus. Teachers are becoming familiar with the Mathematics units, Mathematics Edstudio and Diagnostic assessment which indicates strong growth each term in the targeted areas.

Extending students in the upper 2 bands

Traditionally, we can show strong improvement progress for most of our students, especially our lowest performing students. Our highest performing students have not always shown the commensurate level of growth of their lower performing classmates. We are committed to the identification of high performing students and the provision of relevant and targeted instruction that ensures our highest performing students are achieving the same or similar gains in their learning to their classmates. A range of programs including gifted and talented programs support academically talented students with relative gains showing a marked improvement on previous years. Teachers have developed differentiation strategies and learning opportunities that ensure that instruction is challenging for our highest performing students.

Attendance

We know that every day counts in the education of a child. Every day away from school is a day away from learning which leads to gaps in a child's education. With this belief as a driver, we have aimed a range of strategies towards parents and students to ensure attendance is optimised for the sake of learning. Messaging is clear in newsletters, classroom discussion and on assembly with the mantra "at school every day unless we are sick" routinely promoted. There has been an administrative focus on unexplained absences and same day absence reporting through the ID Attend system where parents are sent a text message if their child is absent and unexplained. This has improved our rate of parent explanation and helped to deliver an improved attendance rate through 2016.

Independent Public School

At the end of 2016, Tinana State School applied to become an Independent Public School. In our application, we were clearly able to present student achievement data that showed a strong school performance growth across all areas of Literacy and Numeracy. Our priority focus in these areas has sustained steady annual growth sustained over the last five years that places us amongst the highest improving schools in the country. More significantly, improvements in the teaching of reading and numeracy have allowed our students better access to the Australian Curriculum and opportunities for higher achievement success across all learning areas.

Future Outlook

In 2017, our improvement focus is

- The teaching of Reading ensuring that 85% of students are reading at or above benchmark level and 85% achieving an A-C achievement result in English. Ensuring that every child has an individual learning goal that is known and understood is a specific focus.
- The teaching of Numeracy ensuring that 95% of students attain benchmark target each term with 85% achieving A-C achievement result in Mathematics. Teachers are developing open ended tasks to enhance the numeracy rich routines already established in their classrooms.
- The teaching of Writing ensuring that 85% of students receive A-C for English on their report. Development of a Writing pedagogy framework that articulates clearly how writing is taught and the opportunities for students to develop knowledge and skills of writing across P-6.
- Our highest performing students are achieving with 25% of students achieving A or B in English, Mathematics and Science
- Student Attendance levels are maintained above 94% average overall and students with less than 85% attendance is below 10%

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	548	264	284	40	96%
2015*	509	250	259	39	93%
2016	491	245	246	33	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 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

Our students are primarily drawn from the community of Tinana, Maryborough South, which is a mix of suburban and rural residential occupancy. Approximately 6% of our students are Aboriginal or Torres Strait Islander. A similar percentage of our students have a verified disability with a far larger proportion meeting definitions of disability under the Nationally Consistent Collection of Data process. Our enrolment is beginning to show signs of growth following the removal of year 7 to secondary school in previous years. We enjoy strong enrolment continuity with most students completing their full primary school education with us.

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	20	22	24
Year 4 – Year 7	26	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

Our teachers teach programs from the Australian Curriculum implementing English, Mathematics and Science, History and Geography work units. Teachers Plan collaboratively to ensure differentiated programs are delivered at the appropriate level for every student and that programs target misconceptions in concepts. Each unit of work has an assessment task with moderation led by teachers to ensure a consistency of teacher judgment.

Technology, The Arts and Health and Physical Education and LOTE units are taught from the Queensland Essential Learnings (an implementation plan outlines the implementation timelines for the Australian Curriculum)

Numerous support programs engage, support and enhance the learning of groups of students across the school inclusive of Gifted and Talented Program, Love of Learning (LOL) Club, Reading Links and Daily Rapid Reading

The You Can Do It social-emotional learning program is systematically taught across Prep-year 6 developing the skills of organisation, confidence, resilience, persistence and getting along. These “keys to success” enhance the school rules of Safety, Effort, Respect and Self-responsibility.

A range of camp programs are offered across year 4, 5 and 6. Students in year four attend a camp at Sunshine Coast with a visit to Mary Cairncross Park rainforest reserve. The year 5 program is based at Barambah Environmental Education Centre and focusses on sustainability practices. The year 6 students attend Chaverim Camp near Bundaberg. This experience develops the students' personal development with a range of challenge activities.

Students from year 2-6 are offered the opportunity to attend swimming lessons delivered through the school Health and Physical Education program. Students attend a weekly lesson over ten weeks.

Co-curricular Activities

Students have the opportunity to engage with the Instrumental Music Program which offers instruction in stringed and wind instruments as well as vocals. Students engage in the schedule of performances including fanfare, eisteddfod, family fun day and regional workshops in addition to a range of school based performances throughout the year.

Students also have the opportunity to play in sport trials for Queensland School Sport teams where representative pathways exist through to state representation. Two students from Tinana were chosen in the state cross country team to attend the national cross country in Canberra after strong performances at school, district and regional selection trials.

The recreational sport program is designed to expose students to sports and recreational activities that they might not normally experience. The program offered archery, tennis, lawn bowls and orienteering.

The Sustainability Education Program engages students in sustainability activities that aim to reduce the environmental footprint of the school. The group meets regularly to plan activities, to enact new programs that engage the wider community in education and action. The program was a Finalist (top 3) for the second year in the Sustainable Education category of the Premier's Sustainability Awards.

Teams from Tinana competed in both the Reader's Cup and the inaugural Junior Reader's Cup competitions. Our Junior Readers Cup team won the inaugural award.

Student teams from Tinana attended the Maths Teams challenge at Yarrilee State School.

Student teams entered the Maryborough Technology Challenge in the Robotics and Smilie Push Cart categories. Students used the skills learned in Robotics and Coding Clubs to put in strong performances in the annual event.

The You Can Do It club offers students both leadership and personal development opportunities that further develop the skills and dispositions learned in classes around confidence, organisation, persistence, resilience and getting along. This takes place in a fun games and activities environment supported by the Chaplain

The school has an active Student Council that meets regularly to plan student recreational events such school discos. The group manages to raise money for student projects such as covered handball courts.

How Information and Communication Technologies are used to Assist Learning

Students engage with a range of ICTs to enhance their learning. The school has invested in increased bandwidth to ensure faster and smoother access to internet resources. These resources are accessed through classroom based computers, ipads and access to the school computer lab. Each class teacher has a laptop computer, data projector and ipad mini that allows whole of class access to digital resources and curriculum materials. Additional iPad resources are available for loan from the library to enhance programs. Other devices such as Beebots and easy speak microphones enhance learning opportunities for students across a range of curriculum areas. Additional technologies in the form of sound amplification systems support all students including those with hearing impairments and assist with teacher health and wellbeing. We are currently investigating the migration of our computer fleet from desktop to laptop in readiness for a pending wireless network upgrade throughout the school.

Social Climate

Overview

Students and parents are welcomed to the school from time of interview where school tours and enrolment conversations include detailed induction regarding the school responsible behavior plan. The contribution of every student, supported by their parent, to the Safety, Effort, Respect and Self-Responsibility of every person in the school is critical to the climate of the school that contributes ultimately to the educational success of every student.

Reporting of incidents such as bullying (behavior that is unwanted, targeted and repeated) is strongly encouraged and immediate action is taken under the school responsible behavior plan against any student identified as engaging in this behaviour.

The special education team within the school provide layers of additional support to students with disability to assist with anxiety and specialized support needs. Our inclusive programs allow our students with disabilities to learn in their mainstream classroom alongside peers supported by the special education team. Additional layers of support are accessible through the Individual Needs Committee who assess and provide support options to identified students through a collaborative case management approach.

The school Chaplaincy Program delivers a range of pastoral care options and programs including the BEAR Plan. The Chaplaincy program is widely celebrated as an integral part of the student support services with our chaplain, Guidance Officer and teachers working collaboratively to provide support options to students in need.

Parent and student satisfaction with school climate is strong with 98% of parents and 95% of students believing they feel safe and that they enjoy being at school.

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)	94%	100%	95%
this is a good school (S2035)	92%	100%	95%
their child likes being at this school* (S2001)	98%	100%	98%
their child feels safe at this school* (S2002)	96%	100%	98%
their child's learning needs are being met at this school* (S2003)	92%	97%	93%
their child is making good progress at this school* (S2004)	94%	97%	98%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	94%	98%
teachers at this school motivate their child to learn* (S2007)	92%	94%	95%
teachers at this school treat students fairly* (S2008)	90%	94%	90%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
this school works with them to support their child's learning* (S2010)	96%	97%	91%
this school takes parents' opinions seriously* (S2011)	89%	94%	85%
student behaviour is well managed at this school* (S2012)	81%	91%	85%
this school looks for ways to improve* (S2013)	98%	97%	93%
this school is well maintained* (S2014)	100%	97%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	97%	95%
they like being at their school* (S2036)	87%	94%	95%
they feel safe at their school* (S2037)	92%	94%	96%
their teachers motivate them to learn* (S2038)	96%	98%	97%
their teachers expect them to do their best* (S2039)	98%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	97%
teachers treat students fairly at their school* (S2041)	93%	89%	97%
they can talk to their teachers about their concerns* (S2042)	86%	94%	95%
their school takes students' opinions seriously* (S2043)	85%	85%	94%
student behaviour is well managed at their school* (S2044)	93%	82%	91%
their school looks for ways to improve* (S2045)	97%	94%	97%
their school is well maintained* (S2046)	100%	95%	98%
their school gives them opportunities to do interesting things* (S2047)	92%	91%	95%

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)	97%	90%	97%
they receive useful feedback about their work at their school (S2071)	91%	75%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	86%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	97%	100%
student behaviour is well managed at their school (S2074)	97%	97%	100%
staff are well supported at their school (S2075)	89%	80%	94%
their school takes staff opinions seriously (S2076)	89%	76%	91%
their school looks for ways to improve (S2077)	95%	90%	97%
their school is well maintained (S2078)	97%	88%	97%
their school gives them opportunities to do interesting things (S2079)	97%	90%	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

Our school has a vibrant Parents and Citizens' Association that contributes significantly to the operations of the school. The P&C provided valuable strategic feedback to the principal regarding programs and the direction of the school as well as financial contributions through their fundraising activities. The P&C operates a school tuckshop two days each week with an additional service of a uniform shop on those days. Proceeds from both of these ventures provide improved learning conditions for our students through enhanced resourcing and facilities. The most recent project has been the air conditioning program which aims to provide air-conditioning in every teaching space. Parents are encouraged to assist in classroom programs as parent helpers and this is highly visible around the school. Curriculum celebration points are a feature of some year levels with parents invited to attend the school to view work produced by the students. Our signature community day is Family Fun Day which celebrates student learning through a program of stage performances, stalls and carnival atmosphere.

Tinana State School prides itself on being a school of inclusive education where diversity is welcomed and celebrated. Students engage in mainstream classroom environments supported by special education staff. Parents are engaged in the planning of adjustments through case meetings, and all adjustments are recorded and reviewed regularly to ensure relevance and that students are learning at their appropriate level. This is inclusive of low and high functioning learners.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Tinana is an eSmart school. Students are encouraged to report any behaviour that makes them feel unsafe or unwelcome. This may manifest itself as face to face or in any of the electronic media. Outside resources have been sourced including officers from the Queensland Police Service and our Adopted Police Officer has assisted in reinforcing key messaging around cybersafety.

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	37	9	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.

Environmental Footprint

Reducing the school's environmental footprint

During 2016, significant energy savings have been achieved through awareness and the regular communication of simple practices that can save energy. Unplugging devices during vacation periods and ensuring that lights and fans are turned off during breaks and at the end of every day ensure a reduction in energy usage. A challenge for the school as we continue to increase the number of air-conditioning units in classrooms, is to ensure responsible and sustainable energy usage. Plans to manage this increased energy usage include the installation of additional solar panels and the responsible use of air-conditioners such as a policy of temperature setting at 24 degrees and restricted usage through cooler months.

Additional challenges exist with water usage as we experienced extended periods of drought conditions necessitating additional watering of plants in extended periods of no rainfall. Priority watering has taken place with only high priority areas receiving supplementary watering. This has been off-set by the finalization of the installation of water efficient tapware and use of tanks to flush toilets in bathrooms.

Ongoing existing programs of litter management and composting of waste minimizes the volume of waste going to landfill each week. Students and staff utilize efficient waste management systems and are encouraged to change practices such as recycling, nude food and litter free lunches to modify behaviour and make sustainable practice a routine.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	101,837	1,595
2014-2015	101,387	850

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	27,595	

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

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	38	28	0
Full-time Equivalent	32	18	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	32
Diploma	2
Certificate	

*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 \$33 741.

The major professional development initiatives are as follows:

Professional development of staff is a high priority in our school. A range of professional development opportunities are offered including student free day and after school workshops, coaching and mentoring and facilitated professional planning sessions.

- Reading – individual learning goals and success criteria, effective guided reading practices
- Numeracy- Warm-ups, Mental Computation, NCR edstudio
- NAPLAN Writing
- Planning - Curriculum and Assessment
- Mandatory Training – code of conduct, workplace health and safety, information management
- First aid – including asthma, anaphylaxis, CPR
- Use of Oneschool – finance, curriculum, support provisions
- Assessment Moderation
- Bridgebuilders
- eSmart

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.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% 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%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	88%	87%

*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%.

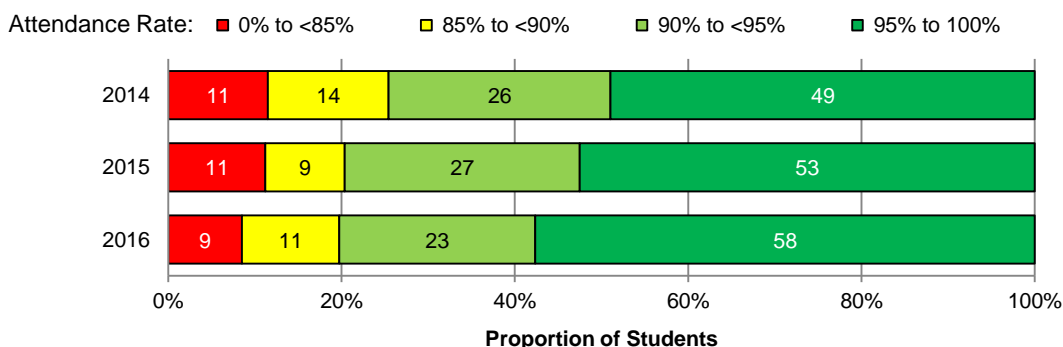
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	91%	93%	94%	95%	94%	93%	91%					
2015	93%	93%	93%	94%	94%	94%	94%						
2016	94%	95%	95%	94%	94%	95%	93%						

*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.

Student attendance is monitored on a daily basis with the marking of roles twice daily. Roles are marked electronically using the ID Attend roll marking solution. Students who are absent are required to explain their absence on return to school by supplying a note from their parents to explain the absence. An SMS message is

sent to parents to identify their child as absent and to prompt an explanation by return SMS. A school absence hotline is also promoted for parents allowing parents to phone and leave a message explaining their child's absence on that day. Students whose absence is unexplained and who have not been to school for a period of three days are contacted to enquire as to the reason. A letter requesting a reason for absences is mailed to parents and followed up. Absences are regularly reviewed by the principal and Guidance Officer to identify students with at risk attendance.

The school promotes the importance of regular and uninterrupted attendance for students using the Every Day Counts messaging. These messages are regularly related to parents using school media including assemblies, newsletters and school sign. Principal reports current attendance rates to parents at P&C meetings. Students are encouraged to attend every day unless they are unwell. Awards are presented for high attendance. The key message that regular attendance has a direct correlation to achievement is promoted.

NAPLAN

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

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

Find a school

School name

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 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.

Conclusion

At the conclusion of 2016, Tinana State School was appointed Independent Public School in recognition of the sustained school improvement work and strong school governance processes that are in place. The school has progressed a strong literacy and numeracy improvement agenda that has delivered outstanding improvements in student achievement in Reading and Numeracy as evidenced in school data and NAPLAN results. We have developed a culture of high achievement for all students and pride ourselves on being an inclusive school. We look forward to the challenges of 2017 as we move towards a school governance structure inclusive of School Council. We thank our school community for the support our staff and students enjoy as we continue to strive to deliver world class education for our students.

