

## Our school at a glance



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## Principal's foreword

### Introduction

Tinana State School has proudly served the Tinana community for over 135 years. Our mission is to strive to provide relevant, quality education for all children within a supportive and sustainable environment. We strive to maximise the opportunities for all students to reach their potential highest level of educational attainment by creating a safe, tolerant and disciplined environment for students, by preparing young people to be active and reflective Australian citizens, by supporting students to become active in community, economic and political life, and by developing the skills and desire for lifelong learning.

Our school community works cooperatively and collaboratively to draw upon the strengths of a diverse staff and community in meeting our goals. Our staff are committed to a clever, creative and inclusive state sponsored education that is relevant and vibrant. We are well supported by our Parents and Citizens Association who contribute actively both in the policy and direction of the school and, in a fiscal capacity contributing to the ever increasing financial challenges of operating a quality school enterprise.

Tinana State School works closely with the other local primary and secondary schools as part of a viable and vibrant state education community. In partnership, we deliver a range of transition programs that allow our students to make an informed choice about the secondary school destination for them. Feedback from both Aldridge State High School and Maryborough State High School indicates that Tinana students are well positioned to be successful in their secondary school education. Tinana is proud to be associated with both of our state high schools in delivering quality schooling for our students from Prep to year 12.

We offer our sincere gratitude and thanks to all of our business partners, sponsors and volunteers for their assistance. Your support of our school is greatly appreciated. I congratulate our school community on their dedication, their vision and their relentless pursuit of excellence on behalf of children. This is the annual report of our progress.

### School progress towards its goals in 2013

The current educational context is a challenging space where schools address constant change and a high community expectation. Our school has operated a robust improvement agenda focusing on improvement **in Reading, Numeracy and Differentiation** (the performance of every child including those at the highest and lowest levels of achievement). Our performance has improved on a range of measures including

## Our school at a glance

National Assessment Program Literacy and Numeracy (NAPLAN), Progressive Achievement Testing (PAT) and other internal assessment and performance measures. Our improvement in Reading in year three is trending upwards along with the highest improving schools in the state. Our goal is to meet or exceed the national mean for every measure on the NAPLAN assessment.

The main improvement agenda focusses on the **teaching of reading** within a differentiated teaching model. We utilise the gradual release of responsibility model focusing on developing readers through the modelling of reading practices, the explicitly sharing of teacher thinking with students, the guiding of readers in the practising of the skills at their instructional level in groups and to give opportunities for students to utilise skills independently. This has been a point of refinement with every teacher able to articulate clearly their balanced reading program. This was a focus of observation and feedback processes based on agreed frameworks. Additional expert input was provided by the Principal Advisor Australian Curriculum English.

An additional improvement focus was on numeracy with a focus on **establishing numeracy rich routines** within classrooms. This process was supported by the Principal Advisor Australian Curriculum Mathematics. Students were issued with scrapbooks for use recording thinking during the warm-ups. Assessment and observation indicated these strategies were successful in improving student achievement with place value. This will be a further area of refinement in 2014.

Tinana has embraced the **Art and Science of Teaching Framework** from the Marzano Institute to guide improvements in pedagogy. During 2013, we explored and built our skills with Design Question 6, "What will I do to establish Routines and Procedures?" and Design Question 1 "What will I do to develop Learning Goals, Feedback and Success Criteria?" This work has assisted us to reshape our Pedagogical Framework and to establish processes for our teachers to work collaboratively and collegially on quality instruction that leads to learning for every student. A Literacy Coach was employed to support the pedagogical improvement of our teachers. We have trained a number of instructional leaders within the school to support the work of their colleagues and to provide critical input to the development of the teaching group. This has been highly successful work that will continue to be refined and expanded in 2014.

During 2013, we refined our curriculum processes with consolidation of the **implementation of the Australian Curriculum** as delivered through the Curriculum into the Classroom (C2C) materials. Teachers engaged with regular team planning sessions developing aligned programs and assessments in the areas of English, Mathematics, Science and History. This was the first year of implementation of History and teachers engaged in a series of professional learning modules facilitated by the Principal Education Advisor, Australian Curriculum. A range of additional Professional learning sessions were held school-wide including work on vocabulary, developing inference in reading and further work on the Gradual release of Responsibility Model. We were fortunate to access highly acclaimed Literacy expert Sheena Cameron for a session on the teaching of reading. Teachers also attended the regional professional development session with Eldon Pascoe on differentiation for high performing students.

The Leadership team of Principal, Deputy Principal and HOSSES engaged with the **Queensland Schools Inclusive Leaders (QSIL) program**. This program allowed leaders to engage with the Disability Discrimination Act and Disability Standards and every school's obligations to achievement of our students with disabilities. The program allowed leaders the time and space to reflect and plan for a preferred future for inclusive education within our schools. This program led to additional work being undertaken to redefine inclusivity within the school and to establish approaches to differentiation.

Teachers engaged with a **developing performance processes** that allowed them to identify areas of performance to refine, establish team processes to deepen skills and understanding within that area and to reflect with colleagues on progress made. This was embedded within team culture and was led by year level coordinators. Teachers reported that this was a more useful approach to personal performance enhancement than previous models. The literacy coach was established and engaged in collaboratively identifying areas of practice to enhance. Modelling and observation / feedback cycles allowed teachers to refine their practice specifically with the teaching of reading. This was highly effective both as a supportive strategy and an improvement strategy and further work will be undertaken in 2014.

## Future outlook

A range of improvement strategies have been planned for 2014.

The school will continue to **implement the Australian Curriculum** focusing on the use of the Curriculum into the Classroom (C2C) resources. There will be a strong focus on success for every student and the process of differentiation of the curriculum for every student. 2014 will be the first year of implementation of Geography and this will be implemented in semester two. The Arts will come on line as a key learning area in 2015 and work will begin in term 4, 2014 to prepare teachers for this implementation.

**Literacy and Numeracy** development will continue to be a focus. A continued focus will be on a balanced approach to reading using the gradual release of responsibility model. A continued focus on the modelled, shared, guided and independent reading practices and a specific focus on Vocabulary, Literal and Inferential comprehension will be continued. There will be an additional focus on developing a balanced approach to writing expanding the gradual release of responsibility model into the writing area. Additionally, teachers will provide a targeted approach to place value instruction with a refined use of 15min daily Warm-ups at the beginning of mathematics lessons. These have been proven to be effective both in trials within our school and across the North Coast Education region. Tinana will be a Success School receiving additional support in the form of Literacy Coach and a priority access to support personnel such as the Project Officer Literacy and the ASOT Instructional Leader.

There is a focus on **differentiation** for all learners and a particular focus on high performing students. The development of effective identification and differentiation strategies that are inclusive will be a priority.

**Moderation** processes will be further refined and embedded to ensure reflective and constructive decision making occurs to develop consistency of approach, judgment and alignment with student learning needs. Opportunities for moderation within and across other schools will be investigated.

Teachers and Leaders will be given the opportunities to establish **Best Practice Networks** that share and connect teachers to best practices. The establishment of Professional Learning Team structures within the school will be a priority.

Teachers will establish **Developing Performance Plans** that align to the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for Teachers. Other staff will develop similar plans that relate to relevant professional frameworks. These plans will align to key improvement agendas.

The school will further refine the **Pedagogical Framework** through the Art and science of Teaching focussing on Routines and Procedures, Learning Goals and Success criteria and Vocabulary Development. Further work on the **Parent Engagement strategy** will define opportunities for the school to engage parents in the day to day learning and in celebrations of student achievement.

Our community will enact the **flying start** measures that have been planned in 2013 including student leadership selection and recruitment processes, combined seniors school camp, combined seniors ANZAC ceremony and Graduation ceremonies. Students will continue to engage with a variety of transition programs across both feeder secondary schools inclusive of both year 6 and year 7 students.

**Feedback from the audit** processes (Teaching and Learning, Discipline and Internal) will continue to guide school improvement practices and refinements. A stand-alone discipline audit is scheduled for 2014 as is a Quadrennial School Review. An updated Strategic Plan shaping the next four years will emerge from this process.

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	530	265	265	93%
2012	510	264	246	92%
2013	544	274	270	94%

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

Characteristics of the student body:

Tinana State School is located on the southern boundary to the regional city of Maryborough. While traditionally a rural school servicing the southern agricultural localities, the school has grown into a large urban school drawing the majority of our enrolments from urban and rural residential properties. The socio-economic diversity within the student body reflects the diversity of wealth within the community with all socio-economic circumstances represented. There are approximately 6% of the student population with a disability and approximately 6% identifying as Aboriginal or Torres Strait Islander. Fluctuations in enrolment are minimal with relatively low transience. Students at Tinana understand the importance of attending every day in order to achieve and this is reflected in the attendance data indicating 94% average attendance rate and rating above the state average of 92%.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	20	21
Year 4 – Year 7 Primary	25	22	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	32	17	22
Long Suspensions - 6 to 20 days	0	0	0

## Our school at a glance

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

### Curriculum offerings

In addition to the regular curriculum, every student at Tinana is taught the five keys to success from the "You Can Do It" social emotional skills program. These keys assist students to relate well, to manage and to thrive in their learning. Lessons are scheduled in each term throughout the year, including feature lessons with the school chaplain with points of celebration on assembly for those who have excelled in that period of schooling.

Students in year five to seven participate in the recreational sport program on a Friday afternoon in terms two and three. Students experience a range of recreational activities of which they might not ordinarily otherwise have an opportunity to experience. Activities include archery, dance, orienteering, table tennis, lawn bowls and tennis. We acknowledge the support of community organisations such as the Maryborough Tennis Association and local coach for the use of their facilities; Maryborough Bowls Club, and our local dance instructor.

Students from year two to five have traditionally engaged in a swimming program taking place in terms 1 and 4. This program was not offered in 2013 due to the redevelopment of the Maryborough Aquatic Centre. It is anticipated that the swimming program will be offered again in 2014.

#### Extra curricula activities

The school has a growing and vibrant instrumental music program. This program offers students the opportunity to learn to play wind and stringed instruments, and to learn to perform in the concert band and string ensemble. Both sections offer beginner and non-beginner groups. Students participated in a range of performance based activities including festivals, community concerts, school based concerts and inter-school workshops. The school offered a choir and singing club in 2013 and added a recorder ensemble to the growing array of performing arts offered by the school.

Students are encouraged and coached in a range of sporting teams that represent the school throughout the year in selection trials and sporting carnivals. Numerous students achieve representation at the district and regional level every year. Tinana participated in the full range of primary school sports offered by the district including interschool sport fixtures in term 1 and term 4.

Students are invited to elect a member of their class in years 5-7 to become a representative member of the student council. Representative students join the school leaders in forming the student council body who meet regularly to discuss school development opportunities and to support those activities with fundraising efforts. The main goal for 2013 was the installation of indoor netball posts inside the school hall.

There are a range of lunch-time clubs operating for students who are interested including a You Can Do It club, Lego club, art club and singing club. Clubs are hosted by teachers who give up their personal time to commit to these worthwhile activities.

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

Teachers are encouraged to develop their skills with ICT in order to provide a relevant and connected learning environment for students. Students have access to computers in classrooms and a mini computer laboratory. Teachers are encouraged to develop edstudios as a support platform for connected learning. Additional devices such as ipads, digital cameras, easy speak microphones and bee bots are all examples of technologies available and in use across the school. The school has a number of trained teachers who are accredited facilitators of technology including Digital Pedagogy Licence, Learning Place and One Channel AFs.

# Our school at a glance

## Social climate

Our school is supported by a Chaplaincy program which operates two full days each week. The Chaplain conducts regular classroom visits to focus on the “You Can Do It” key to success for that term. The chaplain has introduced a “You Can Do It” club which operates in the hall on Tuesdays during the lunch break. The club offers opportunities for students who are experiencing difficulties in the playground getting along and making friends. Games and activities are conducted assisted by trained student leaders with the focus on skilling within a fun environment. This program has been highly successful attracting scores of students on a regular basis.

The Kidshope Mentoring program supports identified students and utilising volunteer members of the local church. The Kidshope program is a World Vision sponsored program affording students 1 hour each week from their Kidshope mentor. The hour is broken up into three twenty minute segments. One segment is dedicated to a school activity, one segment a joint project or activity and one segment, an opportunity for mentors and students to talk together.

Teachers conduct You Can Do It program lessons throughout the year to develop the keys to success getting along, organisation, resilience, persistence and confidence. Teachers are encouraged to nominate students for acknowledgment awards when displaying the keys to success in their work and school life. Awards are presented at assembly to acknowledge the students’ personal achievements with the keys. Additional lessons are delivered educating about bullying and developing strategies to address bullying. Students are encouraged to take control by assertively telling another student to “stop that, I don’t like it”. In the second instance they are encouraged to say “I asked you to stop and you haven’t stopped” and then to report the matter to a teacher or administration staff member.

More than 95% of parents sampled indicated that they feel their child is safe at school and that their child is happy to attend. Student data indicates most students feel safe at school. Of significance, parents are less satisfied that behaviour is well managed at school. The students’ perception about the management of behaviour has risen in the last 12 months but remains one of the lowest satisfaction measures within the school.

## Parent, student and staff satisfaction with the school

The School Opinion Survey is conducted each year providing indicative feedback on the perceptions of parents, students and staff on the performance of the school. A statistical sample of a random 40 parents is taken as well as every student and every staff member. In summary, most satisfaction measures are high indicating greater than 90% satisfaction across the sample group. The majority of measures indicate closer to 100% satisfaction.

Parents and students are satisfied that they are getting a good education at this school. There is a confidence that Tinana is a good school and that teachers are striving for students to do their best work. Staff satisfaction is high with respect to the general morale of the staff of the school.

Of concern is the perception of some parents that students are not treated fairly, that their child is not making good progress or that behaviour is not well managed. Each of these measures rated below 90% satisfaction. Interestingly, students’ perceptions in these areas had improved considerably over the past twelve months since the last measure was taken.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	97%
this is a good school (S2035)	94%	97%
their child likes being at this school* (S2001)	88%	97%

## Our school at a glance

their child feels safe at this school* (S2002)	91%	97%
their child's learning needs are being met at this school* (S2003)	94%	94%
their child is making good progress at this school* (S2004)	94%	88%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%
teachers at this school motivate their child to learn* (S2007)	91%	97%
teachers at this school treat students fairly* (S2008)	82%	87%
they can talk to their child's teachers about their concerns* (S2009)	94%	94%
this school works with them to support their child's learning* (S2010)	97%	97%
this school takes parents' opinions seriously* (S2011)	85%	97%
student behaviour is well managed at this school* (S2012)	85%	81%
this school looks for ways to improve* (S2013)	85%	97%
this school is well maintained* (S2014)	97%	97%

### Performance measure *(Nationally agreed items shown\*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	87%	96%
they like being at their school* (S2036)	69%	92%
they feel safe at their school* (S2037)	84%	95%
their teachers motivate them to learn* (S2038)	93%	99%
their teachers expect them to do their best* (S2039)	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	80%	94%
teachers treat students fairly at their school* (S2041)	82%	93%
they can talk to their teachers about their concerns* (S2042)	78%	96%
their school takes students' opinions seriously* (S2043)	76%	88%
student behaviour is well managed at their school* (S2044)	64%	86%
their school looks for ways to improve* (S2045)	95%	94%
their school is well maintained* (S2046)	90%	96%
their school gives them opportunities to do interesting things* (S2047)	86%	95%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	94%
they feel that their school is a safe place in which to work (S2070)	94%
they receive useful feedback about their work at their school (S2071)	94%

## Our school at a glance

students are encouraged to do their best at their school (S2072)	97%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	97%
staff are well supported at their school (S2075)	94%
their school takes staff opinions seriously (S2076)	100%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	97%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

Parents are encouraged to participate in the education of their child through the provision of a range of opportunities and strategies. Tinana State school has a strong and vibrant Parents and Citizens Association where parents are encouraged to participate in school decision making, to contribute to school initiatives and to assist with fundraising. The P&C operates a tuckshop and a uniform shop twice each week providing a service to parents and operated mostly by volunteers.

Classroom teachers encourage parents to become classroom parent helpers. The teachers host a class parent meeting to communicate expectations and to encourage parents to ask questions regarding the class operations and year level expectations. Parents regularly assist class teachers operating reading groups, lesson rotations, as guest speakers and with supervision on excursions. Training sessions are offered to parents who are willing to assist in the classroom and with school programs such as Support-a-talker and Support-a-reader. Parents are invited to attend information nights about teaching your child to read and other aspects of learning. The school website hosts a range of fact sheets that support the learning process. At the end of a unit of work, classes invite parents to attend to take part in an end of unit celebration of learning where the learning is shared with parents and other classes within the school. Parents are encouraged to request a parent teacher interview at any time in the school year should they feel the need.

## Reducing the school's environmental footprint

Tinana State School has been endorsed as a Reef Guardian School. We attained a 5 Star rating in 2013, an achievement that we are very proud of. Within the school, students and staff have introduced a range of measures that are aimed at lowering our environmental impact including the installation of water saving devices including rainwater tanks to store harvested water from rooves, dual flush toilets to reduce water usage and regular maintenance on taps to reduce wastage through leaks and inefficiencies.

Another bank of solar electricity panels have been installed on the resource centre roof under the National Solar Schools Project allowing us to offset the electricity usage of the school. Students have promoted energy savings through earth hour promotions and awareness about turning off lights and power when not in use. Students designed and produced energy saver cards to sit near the exit to remind staff and students to switch off lights and fans when not in the room.

The year six waste warriors introduced a recycling program where classrooms were fitted with green recycling bins to capture clean waste paper for recycling rather than sending to landfill. A recycled printer cartridge receivable bin has been installed in the office foyer for staff and parents to bring used printer cartridges for recycling.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	111,411	2,995
2011-2012	78,380	9,447
2012-2013	104,583	2,872

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

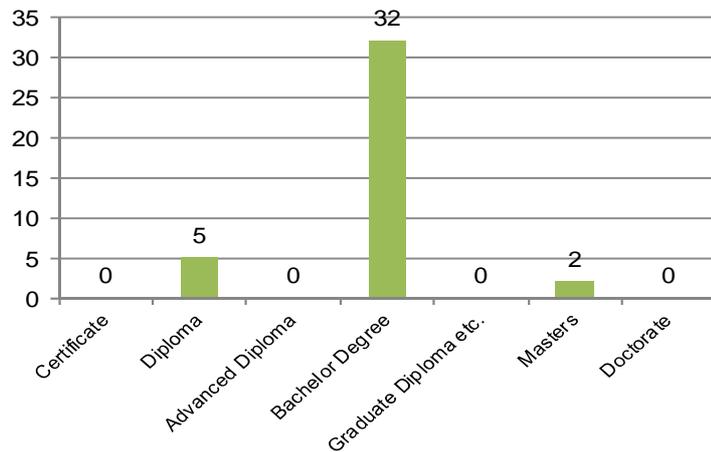
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	39	21	0
Full-time equivalents	33	14	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.	0
Masters	2
Doctorate	0
<b>Total</b>	<b>39</b>



\* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 was \$ 19277 .

The major professional development initiatives are as follows:

Teachers attended a range of professional development and training sessions within the school facilitated by staff and regional office colleagues. Key professional learning topics included the Gradual release of Responsibility modelling of a balanced approach to reading, reading inference in comprehension and numeracy warm ups. Numeracy warm ups were modelled by the Principal Education Adviser Australian Curriculum Mathematics. Teachers engaged with the Art and Science of Teaching program. Teachers had the opportunity to visit other colleagues to observe them teaching. A Literacy Coach was employed and trained through a National partnership arrangement with the North Coast Education Region allowing our teachers to engage in modelling and observation and feedback. Instructional Leaders were trained in the

## Our staff profile

various design questions of the Art and Science of Teaching. Instructional Leaders were training in Instructional Rounds protocols in readiness to train all classroom teachers early in 2014.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2013 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

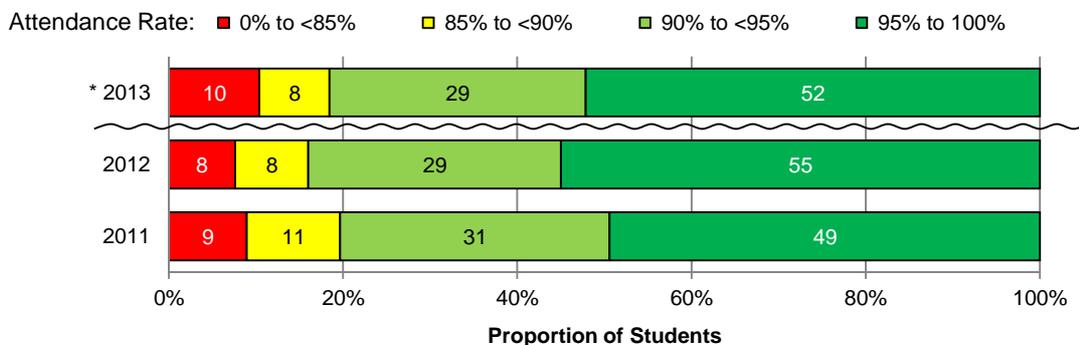
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	94%	94%	92%	95%	92%	93%					
2012	94%	95%	95%	94%	93%	94%	93%					
2013	95%	94%	95%	94%	94%	92%	95%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Student attendance rolls are marked electronically twice each day, in the morning on arrival and before the start of lessons and in the afternoon following the return from the second break. A student who arrives after 9am, must enter through the administration building to have their attendance recorded and to receive their late arrival receipt. This is presented to the teacher on arrival at the classroom to acknowledge the recording of their attendance for the day. Parents of students who leave early are to also depart via the office to have their early departure recorded and to receive an early departure receipt. This is to be

## Performance of our students

presented to the child's teacher when collecting the student. Student absences can be phoned in through the student absence line which is checked daily and student absences recorded against the child. A student absence will be recorded as unexplained unless notification is registered through the student absence line or in writing to the teacher.

In the event of unexplained absence, letters are sent home to parents requesting explanation for the absence. In an extended period of unexplained absence, the departmental protocols regarding absenteeism are initiated including formal written notifications to parents and follow up telephone calls by administration staff.

### 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.

The image shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

There were 33 students enrolled at Tinana in 2013 who identified as Indigenous. Students in year three performed best on reading with the gap in mean performance just 12 points. In the areas of writing and numeracy, there has been little improvement in the gap between indigenous and non-indigenous students. In year 7, significantly, our indigenous students performed above the mean for non-indigenous students. Intervention was provided intensively for indigenous students in 2013 with a strong focus on reading. Indigenous student attendance rate is at 90% with the school average at 94% and the state average at 92%.