



Tinana State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Tinana State School is an inclusive school where students feel safe and supported. Safety, Effort, Respect and Self-responsibility are cornerstones of the school environment and contribute to every student succeeding. Learning programs teach the Australian Curriculum. There is a strong emphasis on Mathematics, English and Science, with teachers undertaking regular professional learning to maintain their skills in teaching all subjects. Literacy, Numeracy and Information and Communication Technologies are developed across all subject areas. Specialist teachers support learning of Health and Physical Education, The Arts, and Languages other than English (LOTE). We strive to cater for all students and provide support to enable every student to succeed. Our student services team provide wrap around supports to enable all students to learn on the same basis as their peers. Sustainability Education is a priority, with our school being the first in Australia to be awarded the coveted Eco-schools Green Flag Award. Our school acknowledges the expertise that sits within our community and we are proud of the extensive partnerships that exist to enhance student learning and school operations. Tinana State School is an Independent Public School that has been proudly serving the Tinana community since 1875.

Our Vision

An inclusive school where learning is valued, learners are challenged and the future is embraced.

Our Values

As a school community we value:

- Individuals with abilities, aspirations and a positive future
- Inclusive practice where everyone is welcome and diversity is valued
- Capable and confident staff delivering relevant and responsive services
- Effective, consistent approaches that deliver quality results
- Cooperation and collaboration with community partners
- Feedback as a basis for continuous improvement
- Sustainable patterns of living
- Innovation that delivers better ways of working
- Creativity

School progress towards its goals in 2018

During 2018, we continued our extensive work towards the implementation of the Australian Curriculum. Our teachers worked closely with our curriculum leaders to develop curriculum plans across all of the learning areas. Each unit was meticulously unpacked using pre-moderation processes to ensure there is consistent interpretation of the year level standard, the assessment demands of the unit and the pedagogy that will support students towards achievement. Routine year level moderation sessions allowed teachers to examine student work samples to reflect upon achievement and to discuss effective approaches in pedagogy. Our teachers joined with teachers from other district schools to moderate units of work each semester in 2018.

Key focus areas within the school have been the development of Reading and Numeracy. With the support of a Literacy Coach and a Master Teacher with a focus on numeracy, our teachers have embedded research based high yield strategies for learning. Routine assessment, planning and instruction that target specific areas of student learning need are established working on 10 week cycles of instruction. These processes were acknowledged as being well embedded in the 2018 School Review.

Systematic Curriculum Delivery has been a key focus for our staff over a number of years. Our curriculum co-ordinator has worked extensively over a number of years to establish a collaborative online space where year level colleagues can collaborate, store and retrieve team curriculum. The Onenote platform reached a pinnacle of service during 2018.

Our newly established Tinana State School Council continued its' journey to position itself as the strategic hub of the school. Representative of staff and community, the school council visited a number of Independent Public Schools to gain a sense of the work to be done and the models of operation to do that work. Armed with these experiences, school council members worked collaboratively to establish routines and procedures that will allow our council to operate effectively into the future.

A number of school facilities projects were achieved in 2018 as identified on the school master facilities plan. The school commissioned a new purpose built music facility giving our school music programs a new permanent home. This is a state of the art facility with soundproofed rooms, improved technical capability and improved storage for instruments and resources. A new covered play area was completed giving the senior students a safe and comfortable area for learning and recreation. This structure was built on ground made available by the demolition of a high content asbestos containing demountable building. New car parking facilities were completed after months of extensive works revealing a much safer system of access for students. The new design has a dedicated bus lane allowing the safe arrival and departure during peak traffic times. A new 2 minute drop off lane which allows parents to drop their child safely at the curb without the need for a longer term park. Safe movement through the carpark is facilitated by raised and painted pedestrian crossings.

Regeneration works on the lower school oval has returned a previously unusable area of the school grounds to serviceable playing area for our students. The installation of irrigation has provided water to the area in dry times ensuring the grass cover can be managed and maintained. Holes were filled with topsoil and turf planted onto bare areas. The transformation has been stunning and we look forward to this area providing many years of service to our students.

Future outlook

In 2019, our specific improvement agenda will be to establish a school-wide writing pedagogy. Our aim is to establish a writing culture within the school using the same effective principles and processes as have been successfully used to establish reading and numeracy. As part of this first phase of implementation, every teacher will implement “The Bike Strategy” approach to sentence level writing. Every student will know their personal learning goal, and receive regular teacher feedback on that goal. These approaches will be supported by a literacy coach and the curriculum leadership team.

Our school community eagerly awaits the installation of a school wireless network infrastructure. Funds have been set aside to support this project which will be jointly funded by the school and the Department of Education. Teacher leaders continue to develop their digital pedagogy and share their developments with colleagues as we develop our collective capacity to teach using digital tools. The wireless infrastructure will further enhance that capability and open up a world of learning opportunities for our students.

Our Parents and Citizen’s Association is working on a proposal to enhance our school hall to include a P&C room, improved hall storage and covered outdoor learning area. This project, also to be jointly funded, will further enhance the capability of the existing hall.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	491	484	498
Girls	245	247	236
Boys	246	237	262
Indigenous	33	36	46
Enrolment continuity (Feb. – Nov.)	95%	95%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Tinana State School continues to enrol students according to our Enrolment Management Plan. The plan limits enrolments to those students who reside within the school catchment.

Those students identifying as Aboriginal or Torres Strait Islander are approximately 8 percent of the school population. Students with disabilities represent approximately 10 percent of the school population. Where our school historically has catered for students from a predominantly rural and agricultural background, the current enrolment would be classed as more rural residential with the majority of our students coming from town.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	25	27	26

Note:
The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Tinana State School has developed a whole school curriculum framework that delivers the Australian Curriculum to our students. Programs of instruction include

- Australian Curriculum taught through the Learning Areas English, Mathematics, Science, Humanities and Social Sciences (HASS), The Arts, Technologies (Digital Technologies, Design and Technologies), Health and Physical Education, and Languages other than English (LOTE).
- Students establish strong foundations in the general capabilities of Literacy, Numeracy and Information and Communications Technologies (ICT) and Critical and creative thinking through researched pedagogies delivered school-wide. Considerable funds are allocated to resourcing the teaching of reading, writing and numeracy through the provision of additional teacher aide support to every classroom. Other areas continue to be developed as we move towards our 2020 implementation timeline.
- Cross curriculum priorities including Sustainability and Aboriginal and Torres Strait Islander histories and perspectives
- Students assessed and identified as requiring a modified curriculum are offered an Individual Curriculum Plan. These plans have the ability to pitch teaching, learning, assessment and reporting below or above age appropriate curriculum junctures

- Identified students are offered placement in the school Gifted and Talented Program. This program has connection to programs in the secondary schools and allows students with high capability to transition to secondary school with extension programs in place

Co-curricular activities

- We deliver a vibrant Instrumental Music Program where students can further develop their music skills beyond the classroom in areas of vocal, strings and wind/band instruments. Choirs and vocal groups, string ensemble and concert band provide students with the opportunity to experience group performance.
- Our award winning sustainability program continues to provide opportunities for students to learn about the environment and how to develop sustainable patterns for living allowing enough, for all, forever. A feature of this program is the Kids Teaching Kids Sustainability Symposium hosted each year at our school with invitations to all schools in our region to attend.
- Students have the opportunity to explore and develop skills of coding and robotics where they are coached towards competitions such as the Maryborough Technology Challenge and Stemfest.
- Students are encouraged to develop their love of language through local competitions such as Readers' Cup, Junior Readers' Cup and Spelling Bee Competitions.
- Pathways exist for students to compete across the full range of Queensland School Sports with school, district, regional and state representation. Students in years 5 and 6 have the opportunity to represent our school in interschool sports in terms 1 and 3. Sports include rugby league, football, netball, tennis, hockey, softball, basketball, touch and AFL.
- The Maryborough Eisteddfod provides an ideal opportunity for our students to compete in choral speaking, speech and drama and musical performances. Each year, large numbers of individual students and groups enter and compete with great success.
- Students are offered school camp programs in years 4, 5 and 6. In year 4, the students attend an overnight experience at the Sunshine Coast. Year 5 students attend the Barambah Environmental Education Centre to experience a range of outdoor learning activities. Year 6 students attend an outdoor adventure centre near Bundaberg. Each of the camp programs focus on personal development and increase in challenge as the students progress through the program.
- Students have the opportunity to join the school chess club to develop skills for competition chess

How information and communication technologies are used to assist learning

Students engage with a range of ICTs to enhance their learning. These resources are accessed through classroom computers, iPad, and access to the school computer lab. Each class teacher has a laptop computer, a data projector and iPad mini that allows whole of class access to digital resources and electronic curriculum materials. Additional iPad resources are available for loan from the library to enhance programs. Other devices such as Beebots, ProBots, Spheros, Ozobots, Lego Mindstorms EV3s, maKey maKeys, Edision Robots, micro:bits, digital cameras, codebugs, Arduino, USB microscopes, and easy speak microphones enhance learning opportunities for students across a range of curriculum areas and enable students to become creative and critical hands-on learners whilst applying a strong foundation of STEM concepts within the classroom. 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 migrating our computer fleet from desktop machines to laptops in preparation for wireless installation throughout the school in 2020. Wireless networks and mobile devices will enable flexible learning opportunities for our students and teachers.

In 2017, our school joined the #qldtechschools project, a state-wide initiative established to help schools build their capacity to successfully implement the Australian Curriculum: Technologies by the end of 2020. We have appointed a Tech Ambassador to mentor a group of teachers to plan, teach and assess the new Technologies curriculum. This team continued to focus on using digital pedagogies to enhance teaching and learning within their classroom. They are committed to sharing their work with their teacher colleagues to build teacher capability in curriculum and pedagogical knowledge and skills; as well as in the use of specific technology resources. Tech team members have delivered workshops for their colleagues during after school meetings in addition to working with their cohort team to develop tech projects.

Social climate

Overview

We pride ourselves on being a safe supportive and disciplined environment for learning. On enrolment, parents and students undergo induction in the school Responsible Behaviour Plan for Students. Key elements of the plan are discussed including Safety, Effort, Respect and Self Responsibility. Strong systems are in place to acknowledge appropriate behaviour, correct inappropriate behaviour and to manage any behaviours that create serious disruptions to learning or school routines. Parent involvement is an important element in the management of behaviour and every effort is made to ensure parents are well informed about student behaviour are enlisted as a support for the ongoing management of the behaviour of their child. Each Friday, students receive awards on assembly relating to their engagement throughout the previous week.

There is no tolerance for bullying at Tinana State School. Students are urged to report any bullying to teachers and administration staff where cases of bullying are met with consequences under the school's responsible behaviour plan. Our school uses a combination of resources from the eSchools, Reboot and You Can Do It social emotional programs to educate students about relationships, personal awareness and resilience. In cases where persistent situations are reported, these may be referred to the Guidance Officer for more intrusive interventions with further support offered from the school chaplain.

Our school chaplain offers a You Can Do It club for students to attend and play games in a supported environment. Students who are finding the playground a difficult space for whatever reason, can attend and join in the games within an encouraging and supported atmosphere. Similar programs exist in the TLC (Tinana Learning Centre) where our special education staff provide a safe and supported break environment for students with a disability who find the playground overwhelming.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	98%	89%
• this is a good school (S2035)	95%	93%	86%
• their child likes being at this school* (S2001)	98%	100%	95%
• their child feels safe at this school* (S2002)	98%	95%	92%
• their child's learning needs are being met at this school* (S2003)	93%	98%	89%
• their child is making good progress at this school* (S2004)	98%	98%	89%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	93%	92%
• teachers at this school motivate their child to learn* (S2007)	95%	98%	92%
• teachers at this school treat students fairly* (S2008)	90%	87%	86%
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	95%
• this school works with them to support their child's learning* (S2010)	91%	95%	94%
• this school takes parents' opinions seriously* (S2011)	85%	85%	79%
• student behaviour is well managed at this school* (S2012)	85%	77%	89%
• this school looks for ways to improve* (S2013)	93%	92%	86%
• this school is well maintained* (S2014)	98%	95%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	98%	98%
• they like being at their school* (S2036)	95%	96%	91%
• they feel safe at their school* (S2037)	96%	98%	95%
• their teachers motivate them to learn* (S2038)	97%	99%	99%
• their teachers expect them to do their best* (S2039)	100%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	95%	95%
• teachers treat students fairly at their school* (S2041)	97%	91%	95%
• they can talk to their teachers about their concerns* (S2042)	95%	93%	91%
• their school takes students' opinions seriously* (S2043)	94%	98%	93%
• student behaviour is well managed at their school* (S2044)	91%	92%	84%
• their school looks for ways to improve* (S2045)	97%	97%	96%
• their school is well maintained* (S2046)	98%	95%	98%
• their school gives them opportunities to do interesting things* (S2047)	95%	95%	96%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	95%	97%
• 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)	92%	90%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	98%	94%
• staff are well supported at their school (S2075)	94%	79%	91%
• their school takes staff opinions seriously (S2076)	91%	76%	88%
• their school looks for ways to improve (S2077)	97%	95%	97%
• their school is well maintained (S2078)	97%	93%	100%
• their school gives them opportunities to do interesting things (S2079)	94%	88%	97%

* 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 P&C provides a range of opportunities for parents to engage within the school. Parents volunteer their time to work in the school tuckshop and uniform shop which operates on Mondays and Fridays. Parents also engage in classrooms helping with class programs and changing home readers. Two key parent groups have been

established including a Parents of students with a Disability group and the Tinana Yarning Circle for parents of indigenous students. Both groups are very active meeting regularly to share information and to discuss school improvement opportunities. Parent representatives sit on our Master Facilities Committee which helps to guide the future planning and delivery of school infrastructure.

Parents provide important input into our school governance. Our school council has three parent representatives inclusive of the P&C President and two others. These are elected positions and members provide valuable insight and input into the strategic direction of the school. In addition to our staff and parent representatives, a community representative with specific and extensive experience, has also been appointed to provide expert input to school council deliberations.

Respectful relationships education programs

The Tinana school community stands together to denounce domestic and family violence. We view education as the primary tool to break the generational cycle of DFV. Our school programs have been mapped against the Respectful Relationships Curriculum to identify where key elements are addressed through the Health and Physical Education Curriculum. Our school monitors cases where students are at risk of DFV and provide case management supports to students, parents and staff who are at risk. Our school chaplain works with our school guidance officer to respond to situations where DFV is impacting on school community members. Our school expects a level of respectful interaction and maintains a high standard of practice from all stakeholders in accordance with this expectation. Incidents where students are suspected to be at risk are managed through strict Student Protection reporting and management protocols.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	8	7	19
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

As a Green Flag award winning school of sustainability, we see our moral purpose as developing sustainable practices that ensure enough for all forever. We face a number of challenges in minimising our environmental footprint. With the installation of air conditioning to ensure comfortable classrooms for learning during our long hot summer months, our school has inevitably seen a large increase in the annual energy consumption. We are actively investigating the installation of solar panels to enhance our existing renewable energy infrastructure and to offset their energy consumption. Measures are in place in our policy documentation to ensure a minimisation of energy consumption during times of extreme heat and when cooling is unnecessary.

Despite the installation of water saving devices, aging underground water reticulation systems in the aged areas of the school are beginning to fail. These failures take some time to show signs above ground and therefore are responsible for significant loss of water before they are identified. Investments have been made to reduce water consumption through the use of tank and bore water for irrigation and toilet flushing with further plans in place to upgrade water infrastructure to water efficient systems.

Reductions in waste to landfill is a priority for our school. Recycle bins and minimisation of copying and printing are measures in place to reduce the amount of classroom waste paper. Students from the sustainability squad promote litter free lunches through nude food days designed to encourage changes in behaviour to reduce food packaging and promote the use of reusable containers. The school tuckshop is actively seeking ways to reduce the single use packaging, eliminating plastics as much as possible.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	27,595	92,890	94,310
Water (kL)		934	2,252

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	40	29	<5
Full-time equivalents	34	19	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	1
Bachelor degree	36
Diploma	1
Certificate	0

*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 2018 were \$53,800.

The major professional development initiatives are as follows:

- Australian Curriculum development
- Science, Technology, Engineering and Mathematics (STEM)
- Oneschool
- Finance processes

The proportion of the teaching staff involved in professional development activities during 2018 was 100 percent.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	87%	90%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

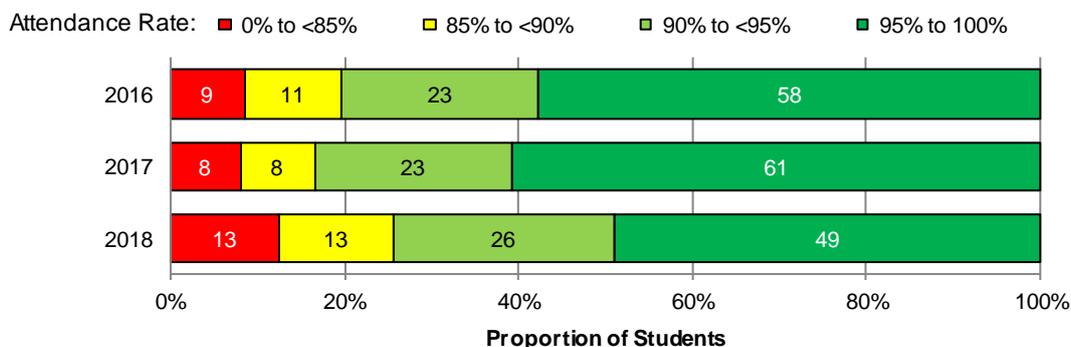
Year level	2016	2017	2018
Prep	94%	94%	92%
Year 1	95%	94%	93%
Year 2	95%	95%	94%
Year 3	94%	95%	93%
Year 4	94%	93%	93%
Year 5	95%	95%	93%
Year 6	93%	94%	94%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

A fundamental principle in guiding management of student attendance is that there is a correlation between attendance and achievement. Every day missed leads to gaps in a child's education.

Student attendance is monitored with the marking of roles twice daily. Roles are marked electronically using the ID Attend roll marking solution. Parents of students who are absent are required to explain their absence either at the time of absence or on return to school. 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 giving parents the capacity to phone 24/7 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. Further telephone contact and meetings are scheduled to case manage chronic absenteeism on a fortnightly basis. In extreme cases where parents continue to fail to address chronic absenteeism, the principal makes a recommendation to the Director General to prosecute.

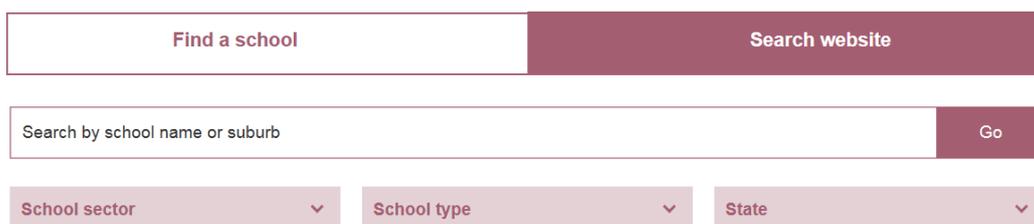
The school promotes the importance of regular and uninterrupted attendance for students using the Every Day Counts messaging. These messages are regularly presented to parents using school media including assemblies, newsletters and school sign. The principal reports attendance rates to parents at P&C 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.