



Tewantin State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Tewantin State School is situated at the northern end of the Sunshine Coast, approximately 10km upriver from the tourist destination of Noosa. The school has served the local community for over 140 years and has a proud tradition of community involvement and academic achievement. From our very first day back in 1875, right up to the present time, we have constantly strived to offer the families of Tewantin a high quality educational experience. With a focus on literacy and numeracy, our staff works hard to combine proven traditional teaching methods with current effective strategies, including the integration of technology as a teaching tool. Our teaching and non-teaching staff is very experienced, dedicated and have developed a strong loyalty to this school and its children. Their commitment in providing quality education is unequalled. As a school, we aim to inspire our community of learners and over the years a great deal of effort has gone into promoting the dignity and potential of each student in the school. We are committed to the belief that all students are entitled to enjoy growing and learning as they pass from Prep to Year Six and beyond. Over time the school has acquired the facilities, resources and qualified personnel to offer an impressive range of special programs to enrich the educational outcomes of our students (including gifted and talented, learning support and special education). We offer a range of extracurricular opportunities for students, particularly in the areas of music and sport. Our school is actively involved in the local community, participating in ANZAC Day parades, local, regional and state competitions and with local businesses. Parents and carers are encouraged to become involved in the school, as a volunteer in the classroom or through the P&C Committee, helping to provide quality learning outcomes for all.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

The self-determined school review carried out by the DET School Improvement Unit in 2015 continues to guide the strategic direction for ongoing school improvement. The review provides an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. Key findings

The school leadership team and staff are committed to improving learning outcomes for all students in the school.

High expectations are expressed by the school community and reflect a school-wide commitment to purposeful, successful learning and teaching. The leadership team and staff acknowledge the value of developing leadership density and collaborative planning in driving the school's explicit improvement agenda.

The tone of the school is a respectful, positive and happy one.

Positive and productive relationships are evident throughout the school. The school provides a safe, respectful and caring learning environment as evidenced by the reduction in the number of major behavioural incidents over time, classroom observations and feedback from staff parents and students. The school presents positively to the school community in both its physical appearance and welcoming culture. The Tewantin community speaks with great pride of the school's reputation and its unique place within the district.

The school has established the priority of improving reading through a focus upon guided reading.



The school's improvement agenda focused on reading is being led by the leadership team and is supported by regional support staff. The whole-school approach with consistent expectations and supported by coaching, observation and feedback is broadly seen to be strengthening student outcomes and the teaching of reading at the school.

There is a developing culture of evidence-based practice.

School leaders have introduced scaffolded discussions with year level teaching teams to guide the analysis of student reading data using a 'commitment to action' model. Teachers speak positively of this process. Student outcome data is collected centrally and analysed at cohort and individual student levels to inform specific and targeted intervention programs. Longitudinal monitoring of the effectiveness of these programs is yet to be fully conceptualised and implemented.

The school operates a range of programs to address students' needs and talents.

Community members identified the Acceler8 program as a significant teaching and learning program within the school. The program's intent is to identify and accelerate students within the Upper Two Bands (U2B) in addition to students who have the potential to reach the U2B.

In addition to the key findings the following should also be noted in relation to school achievement 2017

- Top level Health and Physical Education school program and a strong representation within District, Regional and State sporting teams.
- One of Queensland's finest music programs with a school band renowned throughout the region. A large number of students perform in the Sunshine Coast Regional Advanced and Beginners' instrumental program.
- During 2017, we focused on maximising the benefits of funding for our students. After reviewing our 2016 *Investing for Success* agreement, the school is on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds by:
 - 1) Continuing to narrow the explicit focus on reading by improving reading outcomes through consistent pedagogical practice. This has been achieved through whole staff professional development around reading, including teacher aides, development of reading comprehension goals consistent across the year levels and reading lesson observations and feedback. In addition to this, there has been an explicit support and coaching with Year Two, Three, Four and Five teachers.
 - 2) Providing targeted intervention and support in the area of literacy, particularly through the MiniLit and MacquaireLit programs and before school tutoring. Investing in a Support Teacher: Learning Difficulties to coordinate and implement targeted support programs has also led to improved outcomes.
 - 3) Use of teacher aides in all class to support reading program implementation.

After reviewing our 2017 *Investing for Success* agreement, it is clear that we have made progress toward our targeted student outcomes. We will continue to focus on maximising the benefits of this funding for our students, and adjust our initiatives as needed to ensure every student succeeds.

Future Outlook

Literacy Priority (Writing)

- Continue to implement the TSS Literacy Overview, documenting the school's beliefs about the effective teaching and learning of English with a new focus on writing.

Professional Learning Teams

- All classroom teachers to engage in Professional Learning Teams and year level meetings focused on structured data analysis, best practice research and teacher dialogue, working as a team and learning from each other's practices.

Whole School Data Analysis

- Continue to refine the whole school internal and systemic (NAPLAN) data analysis to ensure teaching is focussed on student gaps in learning; and to have clear processes for analysing progress at a whole school level, year level, class level and individual student level. Implement research based programs to target the early years. Prioritise targeted resources in the lower school.
- Continue to implement Words Their Way Spelling program, with a focus across P-3 classrooms.

Upper 2 Bands Extension Programs

- Continue to implement the Acceler8 program with strategies to identify and accelerate students within the Upper Two Bands as well as those students who can potentially reach the Upper Two Bands.

Moderation

- All classroom teachers to continue to engage in whole school moderation and year level planning processes.

Art and Science of Teaching

- Continue to develop teachers' expertise and capacity with the '*Tewantin SS Pedagogical Framework*'.

Wellbeing Priority

- Utilise staff meetings and planning time for effective analysis of data to align data, curriculum, pedagogy, assessment.

Annual Developing Performance Plans

- Continue to implement the Annual Developing Performance Framework with all staff (teaching and non-teaching) ensuring an alignment to the TSS Pedagogical Framework, data goals and individual needs. Utilise Annual Developing Teacher Performance process to facilitate leadership density.
- Continue quarterly leadership team visits to all classrooms to provide feedback on the implementation of the TSS Pedagogical Framework.

Flying Start initiative

- Liaise with feeder Secondary Schools
- Implement protocols around leadership arrangements in 2017 (School Captains, House Captains, Camps and Graduation ceremonies).
- Continue the development of strategies concerning staffing and resource allocations.

Parent and Community Engagement Strategy

- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement.
- Use multiple communication channels to communicate with parents eg app, telephone, website and letter.
- Provide programs and opportunities for parents to build their capacity to support their child's learning.
- Continue to actively seek and maintain a wide range of community partnerships.

High Standards

- Implement recommendations from previous audits and develop a leadership plan with the leadership team that is responsive to State Schools Strategy - Every Student Succeeding.
- Continually strive for consistent implementation of SWPBL (School Wide Positive Behaviour for Learning) including the explicit teaching of the SWPBL matrix as well as implementation of positive and negative consequences across the whole school.

Internal Audit

- Implement strategies to fulfil internal audit requirements and recommendations provided by auditor. School recently received a sound audit response.
- Ensure accountability and transparency; evaluating the effectiveness and efficiency of current controls.

Opinion Survey Priorities

- Ensure high standards of behaviour and student uniform as a reflection of the school image.
- Ensure grounds and facilities continue to present to a high standard.
- Continue to advertise positive student and school achievements through newsletters, parades and media.
- Continue to maintain a high standard with parental communication, responding to parental concerns and developing productive relationships with parents and school community members.
- Focus on school culture and team building.

Numeracy Priority Maintain

- Implement the TSS Numeracy Overview outlining the school's beliefs about the effective teaching and learning of mathematics and the proficiency strands, including understanding, fluency (mental maths), problem-solving and reasoning. Provide professional development to staff e.g. planning adjustments within assessment, planning maths warm ups, aligning diagnostic data from the North Coast Region Show Me Numeracy Diagnostics to pedagogy and assessment. Release year level coordinators to attend Noosa Hinterland professional development. Year level coordinators work with their cohort to share numeracy professional development. Introduce classroom observation of Tewanin SS numeracy plan "effective elements of a mathematics lesson" – teachers receive feedback each term from team leader and/or peer.

Reading Priority Maintain

- Continue Mini-Lit, Multi-Lit and Read It Again programs to support intervention for students.
- Continue to implement Modelled, Shared, Guided and Independent Reading in all classes. Encourage peer mentoring.
- Continue to utilise teacher aides effectively in reading.

STEAM Priority Maintain

- Continue STEAM specialist role within school and expand to upper year levels.
- Ensure STEAM remains a high priority for school exposure as a tech ambassador through QLD Tech Schools.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	623	294	329	26	94%
2016	629	312	317	42	92%
2017	603	285	318	32	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).



Characteristics of the Student Body

Overview

Tewantin State School enrolment throughout 2017 fluctuated around 600 students. We have a wonderful group of students who consistently display a high standard of behaviour and wear the school uniform with pride.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	25	23
Year 4 – Year 6	26	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Tewantin State School has a strong focus on literacy, numeracy and the integration of technology as an effective teaching tool. The School has utilised the Australian Curriculum to create a school based curriculum which maximises student outcomes, develops life-long learning attributes and prepares students to meet the requirements of the complex and diverse nature of our current world.

The subjects studied are:

- English
- Mathematics
- Science
- Technology
- The Arts
- Geography
- History
- Health and Physical Education and
- Italian

At Tewantin State School, we promote best practice through our curriculum, teaching, assessment and reporting. The teachers on each year level work together each term, to map learning experiences and Common Assessment Tasks for each subject that reflect the Australian Curriculum. School reports are distributed and parent teacher interviews are offered at the end of Term 1. Other interview times are requested on a needs basis between teacher and parent/caregiver. Over time, the school has acquired the facilities, resources and qualified personnel to offer an impressive range of curriculum programs to enrich the educational outcomes of our students. We have a number of teachers who are based at our school, who provide specialist lessons including: Music, Technology, Special Education, LOTE, Physical Education, and our Digital Technologies P-4 program.

Co-curricular Activities

Our students are well represented in club and school sport. Year 6 students are actively encouraged to participate in interschool sports and interest is consistently high. Children are offered a large variety of sports throughout the year. We are fortunate to have a pool on our school grounds and therefore have two swimming blocks a year for years 1-6, with Prep joining the program in each year. Students from Year 4 onwards participate in Surf Skills as we are also close to Noosa Beach. Some of the sporting highlights in the last year are as follows:

- Whole school participation in the school Athletics Carnival, Swimming Carnival and Cross Country.
- Visits and clinics with a range of specialist coaches.
- Voluntary participation in Active After School Communities.
- Numerous students were selected for Noosa District and Sunshine Coast in a vast variety of sports with some going on to State honours.
- Winning teams in the interschool sport competition in various sports.

A number of cultural events and experiences have proved popular and enriching for students including:

- Tewantin's Got Talent is a big event for our school with large student involvement.
- Instrumental music students participated in the District Musicfest.



- Identified high achieving students selected in the Acceler8 Program.
- Maths Olympiad for the leading mathematicians in all P-6 year levels.
- P-6 student participation in drum, keyboard and ukulele groups.
- P-6 participation in singing groups.
- Annual Bendigo Bank East Timor Shoebox Donation Ceremony.
- CWA International Day.
- Prep Teddy Bears' Picnic.
- The RSL are heavily involved in our Anzac Day celebrations and our band plays the anthems at the community ceremony.
- Students from Year 6 participate in Noosa District SHS and Sunshine Beach SHS extension programs.
- Indigenous cultural activities are an annual event at Tewantin.
- Under 8's Week is celebrated annually and is attended by local childcare centres and community members.
- P-3 Easter Hat Parade, led by our marching band, where students walk through the Tewantin business community.
- The annual Spring Fair, which attracts thousands of students and community members each year.
- Interschool academic challenges have figured on the school calendar and students have participated and achieved very good results in each of the UNSW Competitions.
- Large number of representatives at the Regional Music Camps.
- Year 6 Camp Program.

How Information and Communication Technologies are used to Assist Learning

The staff of Tewantin State School recognise the importance of Information and Communication Technologies (ICT) as an integral learning tool for learning in the 21st century. ICTs provide stimulating learning environments that are required for developing information literacy. To this end, ICTs are embedded across all curriculum year levels. Students use ICTs, including the internet, email and, increasingly, interactive whiteboards in their learning activities.

All students have easy access to computers. All classrooms have internet connection and are provided with computers. The Resource Centre has a bank of computers and the school has fully equipped computer labs. A smaller computer lab is available for small groups of students.

The school's infrastructure allows every class to access resources and programs through Education Queensland's web based Learning Place. Teachers also have access to a wide range of network based literacy and numeracy software which are used to enhance learning in the classroom.

Social Climate

Overview

Tewantin State School implements the School-Wide Positive Behaviour for Learning Program. Its purpose is to establish and maintain a safe and effective school environment, maximising academic achievement while nurturing and rewarding socially desirable behaviour.

How to behave is actively and methodically taught in all year levels and appropriate behaviour is rewarded and encouraged systematically across the school from Prep to Year 6. All staff receive an induction, resulting in a consistent language shared with the school community. Good behaviour is celebrated daily within the classrooms and weekly on assemblies with a public display of children's names who have received Bronze or Silver Certificates or Gold badges.

Inappropriate behaviour is processed in accordance with the school's *Responsible Behaviour Plan for Students*. These steps range from an in-class verbal warning to suspension. Extensive data is recorded and evaluated to provide ongoing direction for improvement. Our school has employed a School Chaplain, whose role supports and complements the work of the school staff. Our school Guidance Officer and our School Wide Positive Behaviour for Learning team are professionally committed to supporting all of our children and provide positive interventions to support students in need.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	91%	95%	98%
this is a good school (S2035)	94%	88%	91%
their child likes being at this school* (S2001)	97%	88%	97%
their child feels safe at this school* (S2002)	97%	93%	95%
their child's learning needs are being met at this school* (S2003)	91%	93%	93%
their child is making good progress at this school* (S2004)	88%	90%	93%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	95%	96%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school motivate their child to learn* (S2007)	85%	95%	93%
teachers at this school treat students fairly* (S2008)	88%	83%	91%
they can talk to their child's teachers about their concerns* (S2009)	97%	95%	96%
this school works with them to support their child's learning* (S2010)	88%	90%	89%
this school takes parents' opinions seriously* (S2011)	88%	82%	87%
student behaviour is well managed at this school* (S2012)	94%	69%	89%
this school looks for ways to improve* (S2013)	94%	83%	87%
this school is well maintained* (S2014)	91%	100%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	99%	99%
they like being at their school* (S2036)	90%	99%	98%
they feel safe at their school* (S2037)	92%	96%	98%
their teachers motivate them to learn* (S2038)	96%	98%	98%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	88%	100%	99%
teachers treat students fairly at their school* (S2041)	82%	86%	96%
they can talk to their teachers about their concerns* (S2042)	83%	93%	90%
their school takes students' opinions seriously* (S2043)	79%	92%	95%
student behaviour is well managed at their school* (S2044)	88%	87%	87%
their school looks for ways to improve* (S2045)	90%	96%	99%
their school is well maintained* (S2046)	92%	95%	96%
their school gives them opportunities to do interesting things* (S2047)	86%	94%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	98%	94%
they feel that their school is a safe place in which to work (S2070)	100%	98%	97%
they receive useful feedback about their work at their school (S2071)	97%	98%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	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%	97%
student behaviour is well managed at their school (S2074)	100%	88%	91%
staff are well supported at their school (S2075)	97%	93%	79%
their school takes staff opinions seriously (S2076)	91%	85%	72%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school looks for ways to improve (S2077)	97%	93%	88%
their school is well maintained (S2078)	94%	95%	91%
their school gives them opportunities to do interesting things (S2079)	97%	93%	79%

* 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

At Tewantin State School, we believe that parental involvement in a child's education is integral to that child's overall success. To this end, we offer parents a broad range of opportunities to participate in their child's education. They include:

- Parents & Citizens' Association Meetings
- Parents & Citizens' events
- Parent helpers in the classroom
- Parent helpers on excursions
- Parent invitations to attend assemblies
- Parent/Teacher meetings at the beginning of each year
- Formal Parent/Teacher interviews to report on student progress

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. Our Responsible Behaviour Plan encourages a supportive approach that builds on the School Wide Positive Behaviour for Learning program. Our school expectations are I am Respectful, I am Safe and I am a Learner. Students are explicitly taught our schools expectations and our school SWPBL Team ensure that staff and school community members are supported. Tewantin State School has developed and implemented a program that focus on appropriate, respectful, equitable and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	1	19	8
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Tewantin State School implements a program to recycle waste in all classrooms and across the school as a whole. We have also joined the Sunshine Coast Regional Council's Environmental Sustainability program to reduce our environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	234,804	19,229
2015-2016	326,848	12,535
2016-2017	441,064	8,138

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.



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

Find a school

Suburb, town or postcode

Sector:

Government

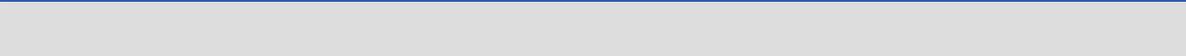
Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	42	25	0
Full-time Equivalent	35	18	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	5
Graduate Diploma etc.**	
Bachelor degree	36
Diploma	
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 2017 were \$78000

The major professional development initiatives are as follows:

- Australian Curriculum and C2C
- Noosa Hinterland Numeracy Professional Development (year level representative six times per Semester)
- Teaching Reading
- Art & Science of Teaching/Pedagogical Framework
- Personal Health & Wellbeing
- CPR and First Aid
- Professional Learning Communities
- Moderation
- STEAM
- Year level planning and assessment
- Mandatory systemic training
- Colleague mentoring and best practice sharing

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for 2017.

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 2017			
Description	2015	2016	2017
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).	91%	90%	93%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

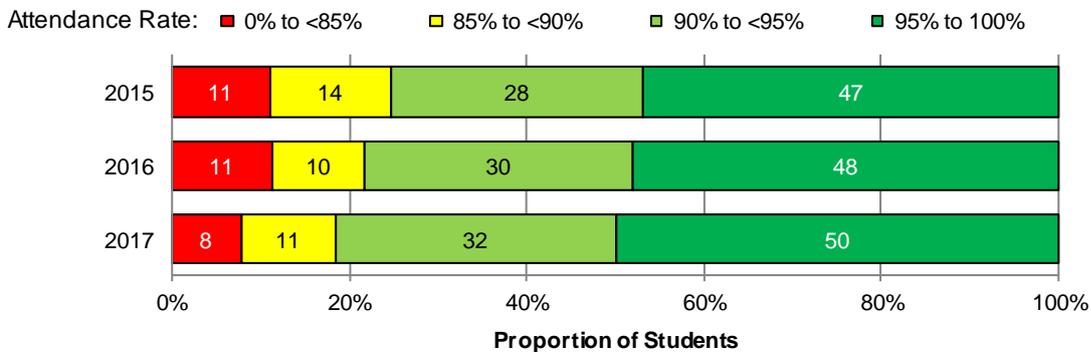
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	93%	92%	93%	93%	93%	93%						
2016	93%	93%	94%	93%	92%	93%	92%						
2017	94%	94%	94%	94%	93%	93%	94%						

*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 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.

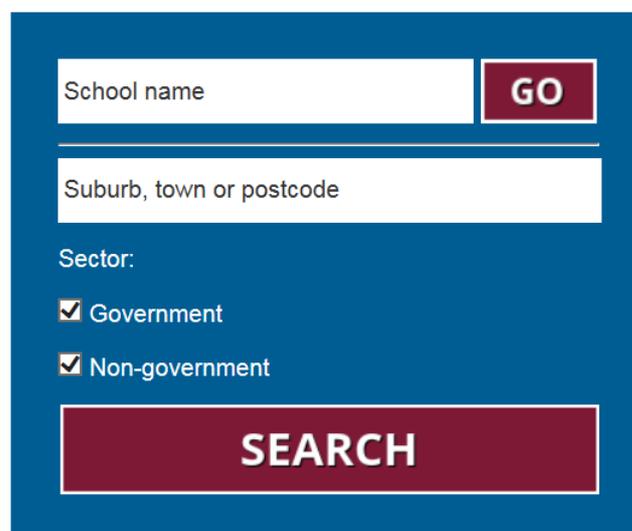
Tewantin State School and our community maintains that student attendance is a shared parent and school responsibility. We also acknowledge that attendance has a direct correlation to student performance. School rolls are marked twice a day. Where students show a pattern of non-attendance the school teacher in the first instance will contact the parent (after three unexplained absences or late arrivals). If the pattern of non-attendance continues a member of the school leadership team will contact home to offer assistance in improving the attendance rate. Should a student's attendance still not improve, the school will utilise the Department's Policy and Procedure Register (SMS-PR-036) regarding compulsory attendance and the associated actions which may ultimately lead to prosecution in the most extreme of cases

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

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