

# Tewantin State School

## Queensland State School Reporting

### 2014 School Annual Report



|                |   |
|----------------|---|
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## Principal's foreword

### Introduction

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 125 years and has a proud tradition of community involvement and academic achievement.

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 outstanding.

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.

This report provides information and data on our progress as a school in the past twelve months.

### School progress towards its goals in 2014

- Recent School Opinion Survey 100% parental satisfaction ratings for the following:-
  - > "This is a good school"
  - > "I would recommend this school to others"
  - > "I feel that students receive a good education at this school"
  - > "Teachers at this school are interested in my child's wellbeing"
- 100% of our discipline audit ratings either outstanding or high. All Queensland schools have been audited and out of the 5 focus areas, 60% of our indicators were outstanding and 40% rated as high. All outstanding ratings are equivalent to the top 3% of schools.
- In NAPLAN, achieving in the Top 5 of all North Coast Region Band 9 schools (schools with a similar enrolment) in 8 strands tested and in the Top 10 schools in a further 4 strands. On average, 96% of all Year 3, 5 and 7 students achieving or exceeding the National Minimum Standard in NAPLAN.
- Continued implementation of our Acceler8 program for students identified as high achieving in the areas of literacy, mathematics, science and design/technology. Not only are our high achieving students identified, but they are challenged through an extension program tailored to ignite their thinking skills.
- Differentiated curriculum offerings where student differences are recognised, catered for and celebrated;
- Top level Health and Physical Education school program and a strong representation within District, Regional and State sporting teams. Former Australian Wallabies Captain, Rocky Elsom is one of our star past pupils.
- 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.
- 3 students being placed in the top 1% in international academic competitions and approximately 40 results achieving distinctions and credits in international academic competitions.
- Student use of the \$130 000 playground installed to complement our large playing fields; multipurpose hall; swimming pool; tennis, basketball and netball courts; computer labs; all classrooms with iPads, Interactive Whiteboards, computers and internet access as well as a refurbished library and Outside School Hours Care facilities.

## Future outlook

### Successful Learners:

#### ACARA Priorities

- Implement the Australian Curriculum (English, Mathematics, Science, Geography and History) across each year level
- Consistently implement assessment policy detailing the curriculum standards and achievements for each year level, consistent with the whole-school curriculum plan.
- Implement the "*Tewantin SS Assessment Matrix and Year Level Expectations*"

#### Literacy Priority

- Continue to implement the TSS Literacy Overview, documenting the school's beliefs about the effective teaching and learning of English (Inc. reading and viewing, writing (grammar & punctuation, spelling, handwriting)
- Continue to implement Modelled, Shared, Guided and Independent Reading in all classes. Provide for peer learning and formal lesson observations between teachers and administration. Continue to utilise teacher aides effectively in reading
- Continue to expand Words Their Way Spelling program, with a focus across P-3 classrooms

#### Numeracy Priority

- 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

#### Upper 2 Bands Priority

- 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

#### 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 analyzing 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

#### Great People

#### Developing Performance Framework

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

#### Art and Science of Teaching

- Continue to develop teachers' expertise and capacity with the '*Tewantin SS Pedagogical Framework*' based on ASOT Engaged Partners

#### Flying Start initiative

- Liaise with feeder Secondary Schools
- Implement protocols around leadership arrangements in 2014 (School Captains, House Captains, Camps and Graduation ceremonies)
- Continue communication strategy with community regarding relevant changes
- 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, SMS, 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 SWPBS including the explicit teaching of the SWPBS matrix as well as implementation of positive and negative consequences across the whole school
- Continue to implement recommendations and achievements based on the outstanding results achieved in the Discipline Audit

#### Internal Audit

- Implement strategies to fulfil internal audit requirements and recommendations provided by auditor
- Ensure accountability and transparency; evaluating the effectiveness and efficiency of current controls

#### Opinion Survey Priorities

- Ensure high standards of student uniform as a reflection of the school image. Revisit policy with P&C
- 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

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

|      | Total | Girls | Boys | Enrolment Continuity<br>(Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 687   | 317   | 370  | 94%                                 |
| 2013 | 678   | 314   | 364  | 96%                                 |
| 2014 | 678   | 307   | 371  | 95%                                 |

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

### Characteristics of the student body:

Tewantin State School enrolment throughout the 2014 fluctuated around 635 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

| Phase                      | Average Class Size |      |      |
|----------------------------|--------------------|------|------|
|                            | 2012               | 2013 | 2014 |
| Prep – Year 3              | 20                 | 22   | 22   |
| Year 4 – Year 7 Primary    | 25                 | 25   | 28   |
| Year 7 Secondary – Year 10 |                    |      |      |
| Year 11 – Year 12          |                    |      |      |

### School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |      |       |
|---------------------------------|--------------------|------|-------|
|                                 | 2012               | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 10                 | 12   | 13    |
| Long Suspensions - 6 to 20 days | 0                  | 0    | 0     |
| Exclusions <sup>#</sup>         | 0                  | 0    | 0     |
| Cancellations of Enrolment      | 0                  | 0    | 0     |

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Tewantin State School has a long and distinguished history of providing a diverse and rich curriculum. The staff at Tewantin State School has a strong focus on literacy, numeracy and the integration of technology as an effective teaching tool.

Tewantin State 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 held at the end of each semester. 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 [Grandparents' program](#).

### Extra curricula activities

Our students are well represented in club and school sport. Therefore, the Year 6 students are actively encouraged to participate in interschool sports and interest is high. Children are offered a large variety of sports throughout the year. We are fortunate enough 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 fourth term 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 NDSHS and SBSHS 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
- Art Auction
- Spellathon

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

The following describes the status quo for our school in relation to ICT:

- Maintaining a minimum of four computers under 5 years of age per classroom
- Maintaining two air conditioned computer labs with 28 computers (under 5 years of age) in each and one lab with an interactive whiteboard
- Use of Ipad in all classrooms to aid learning

- All classrooms cabled with internet access, with Prep rooms moving from wireless to cabled internet access
- Maintaining interactive whiteboards in all classrooms
- Increasing and/or maintaining peripherals, e.g. digital cameras and scanners.
- Continuing to embed ICT's into planning and daily classroom pedagogy
- Ensuring Professional Development for teachers is provided to meet the ongoing and developing needs within the ICT environment
- Monitoring the level and provision of technical support to ensure the learning environment and teaching tools are optimised for the school

## Social Climate

Tewantin State School implements the School-Wide Positive Behaviour Support 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 7. 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 Tewantin State School Classroom Step System. The nine steps are outlined clearly in the school's *Responsible Behaviour Plan for Students*. These steps range from an in-class verbal warning to suspension. Parents are involved in this process from step 5 (Behaviour Referral Form). 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 Behaviour Management team are professionally committed to supporting all of our children and provide positive interventions to support students in need.

## Parent, student and staff satisfaction with the school

| Performance measure  | 2012 | 2013 | 2014 |
|--|------|------|------|
| Percentage of parent/caregivers who agree# that:   |      |      |      |
| their child is getting a good education at school (S2016)  | 90%  | 100% | 96%  |
| this is a good school (S2035)  | 90%  | 100% | 96%  |
| their child likes being at this school* (S2001)  | 90%  | 100% | 100% |
| their child feels safe at this school* (S2002)   | 86%  | 100% | 100% |
| their child's learning needs are being met at this school* (S2003)                                     | 90%  | 97%  | 87%  |
| their child is making good progress at this school* (S2004)  | 81%  | 97%  | 89%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 90%  | 100% | 98%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 89%  | 97%  | 85%  |
| teachers at this school motivate their child to learn* (S2007)   | 86%  | 100% | 93%  |
| teachers at this school treat students fairly* (S2008)   | 86%  | 97%  | 96%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 95%  | 100% | 100% |
| this school works with them to support their child's learning* (S2010)                                 | 95%  | 100% | 89%  |
| this school takes parents' opinions seriously* (S2011)   | 90%  | 100% | 93%  |
| student behaviour is well managed at this school* (S2012)  | 81%  | 97%  | 96%  |
| this school looks for ways to improve* (S2013)   | 95%  | 96%  | 96%  |
| this school is well maintained* (S2014)  | 95%  | 100% | 100% |

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree# that:   | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048)                               | 96%  | 99%  | 97%  |
| they like being at their school* (S2036)  | 93%  | 100% | 95%  |
| they feel safe at their school* (S2037)   | 88%  | 95%  | 96%  |
| their teachers motivate them to learn* (S2038)                                    | 97%  | 99%  | 96%  |
| their teachers expect them to do their best* (S2039)                              | 100% | 100% | 99%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 97%  | 99%  | 92%  |
| teachers treat students fairly at their school* (S2041)                           | 87%  | 94%  | 90%  |
| they can talk to their teachers about their concerns* (S2042)                     | 90%  | 94%  | 88%  |
| their school takes students' opinions seriously* (S2043)                          | 81%  | 95%  | 95%  |
| student behaviour is well managed at their school* (S2044)                        | 79%  | 94%  | 87%  |
| their school looks for ways to improve* (S2045)                                   | 97%  | 98%  | 97%  |
| their school is well maintained* (S2046)  | 92%  | 98%  | 96%  |
| their school gives them opportunities to do interesting things* (S2047)           | 90%  | 96%  | 94%  |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree# that:                            | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069)                             |      | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070)   |      | 98%  | 100% |
| they receive useful feedback about their work at their school (S2071)  |      | 98%  | 97%  |
| students are encouraged to do their best at their school (S2072)       |      | 100% | 100% |
| students are treated fairly at their school (S2073)                    |      | 100% | 100% |
| student behaviour is well managed at their school (S2074)              |      | 100% | 100% |
| staff are well supported at their school (S2075)                       |      | 96%  | 100% |
| their school takes staff opinions seriously (S2076)                    |      | 96%  | 100% |
| their school looks for ways to improve (S2077)                         |      | 100% | 100% |
| their school is well maintained (S2078)                                |      | 94%  | 92%  |
| their school gives them opportunities to do interesting things (S2079) |      | 96%  | 97%  |

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

# 'Agree' represents the 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.

### Involving parents in their child's education

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
- Support-A-Reader, Support-A-Writer, Support-A-Talker volunteer programs
- Fortnightly Newsletters
- Direct contact by teachers with parents

### 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.

| Years     | Environmental footprint indicators |          |
|-----------|------------------------------------|----------|
|           | Electricity kWh                    | Water kL |
| 2011-2012 | 259,332                            | 4,606    |
| 2012-2013 | 296,772                            | 3,331    |
| 2013-2014 | 272,917                            | 22,708   |

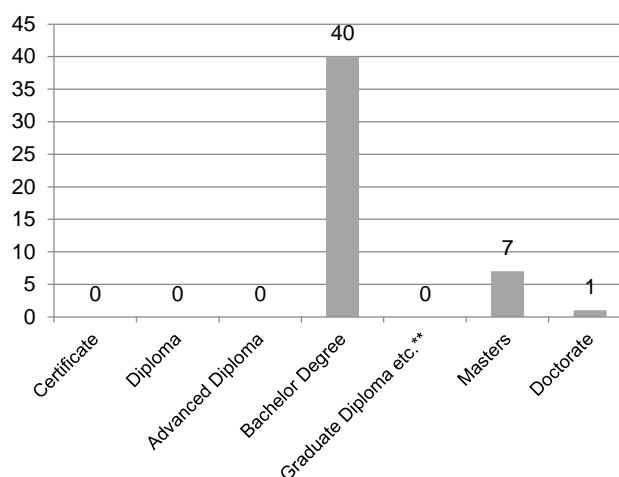
The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## Our staff profile

### Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts                 | 48              | 25                 | 0                |
| Full-time equivalents      | 39              | 18                 | 0                |

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate                 | 0                          |
| Diploma                     | 0                          |
| Advanced Diploma            | 0                          |
| Bachelor Degree             | 40                         |
| Graduate Diploma etc.**     | 0                          |
| Masters                     | 7                          |
| Doctorate                   | 1                          |
| <b>Total</b>                | <b>48</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 2014 were \$58 000.

The major professional development initiatives are as follows:

National Curriculum and C2C  
 Teaching Reading – Regional Success Project (Gradual Release Model and Modelled, Shared, Guided, Independent Reading)  
 Teaching Numeracy  
 Art & Science of Teaching/Pedagogical Framework  
 Personal Health & Wellbeing  
 CPR and First Aid  
 Professional Learning Communities  
 Moderation  
 Words Their Way Spelling  
 Year level planning and assessment  
 Mandatory systemic training  
 Colleague mentoring and best practice sharing

| Average staff attendance   | 2012 | 2013 | 2014 |
|--|------|------|------|
| 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 was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. 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   | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 94%  | 93%  | 93%  |

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

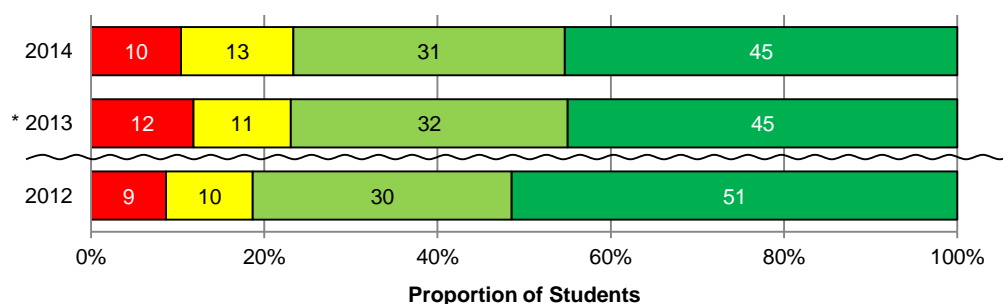
|      | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2012 | 94%    | 95%    | 95%    | 94%    | 94%    | 94%    | 93%    |        |        |         |         |         |
| 2013 | 91%    | 94%    | 93%    | 93%    | 92%    | 94%    | 92%    |        |        |         |         |         |
| 2014 | 92%    | 93%    | 94%    | 94%    | 92%    | 91%    | 92%    |        |        |         |         |         |

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance, absenteeism.

Process to address non-attendance and unexplained absences:

1. Attendance Officer generates list - 2 or more consecutive unexplained absences – letter posted home to parents and contact entered on oneschool (AO2)
2. Attendance Officer reviews weekly attendance each week to monitor unexplained absences – phone call to parents who did not respond to letter posted home
3. Students with continuous/high levels of non-attendance: Parent contact – phone call/meeting with class teacher/Admin to discuss concerns and support options, contact entered on Oneschool
4. Repeat offenders added to alert list – P/DP/Attendance Officer monitor
5. If the child is still not attending regularly after three weeks (15 school days) of the first attempt to contact parents, commence NOTICE – Failure to attend process. See Policy and Procedures. DETE process followed upon consultation with CT/Admin – Form 4, Form 5, Template 6, etc. – through 'manage incident' process on oneschool

## 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/>.

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Sector  Government  
 Non-government

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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

Tewantin State School had 35 Indigenous students enrolled in 2014 (August). Our Indigenous students' attendance rate was 2% lower than all other students. Strategies will be put in place to improve overall attendance. Our Indigenous students' achievement in the Year 3 test was below the national mean in all three areas. Our Year 5 student achievement in the Year 5 test was above the national mean in all three areas. Our Year 7 student achievement was below the national mean in all three areas reported in the School Data Profile.