| Postal address | PO Box 49 Tieri 4709 |
| --- | --- |
| Phone | (07) 4981 7555 |
| Fax | (07) 4981 7500 |
| Email | principal@tieriss.eq.edu.au |
| Webpages | Additional reporting information pertaining to Queensland state schools is located on the *MySchool* website and the Queensland Government data website. |
| Contact person | Sarah-Jane Clark (Principal) |

# Principal's foreword

## Introduction

It is with great pleasure that I welcome you to our school! Tieri State School is an exceptional school and it is a privilege to be the Principal. We achieve quality outcomes, offer an extensive range of curriculum subjects and extra curriculum experiences and strive to see every student meet with success. We offer a caring and supportive environment for all our students. We will not shy away from our responsibility to look after and develop positive, active, thinking, young Australians.

Tieri State School is a co-educational state school, catering for Prep to Year 6 students. The school is located 89km from Emerald in the Central Highlands of Queensland and mostly services families that work for the Oaky Creek Coal Mines. We operate as the only school located within the purpose built town of Tieri but work closely with Tieri C&K Kindergarten to provide quality educational outcomes to all children who access our education sector within Tieri.

I am proud of our student outcomes, which regularly exceed State and Regional averages. We have a proud record of students achieving high academic success, with over 95% or above of our students achieving C or above for Key Learning Areas such as English, Mathematics and Science. We also see many of our students achieving awards and success in extra-curricular accomplishments. Tieri State School has received many accolades for its recent success and focus on improvement journey. We provide all staff with the necessary support and commitment to professional growth through the use of Annual Performance and Development Plans and our Coaching and Mentoring Model.

**School Vision:**
*Strive for Success*

**Mission Statement:**
*Engaging young minds to meet the challenges of the future, by offering unique, high quality education programming and transitioning from the early years to high school and as lifelong learners.*

**A key driver that underpins our educational direction is the question:**
"Is life getting better in the coalfields?"

**Collaborative Empowerment**
Collaborative Empowerment is a strategic partnership between Tieri C&K Kindergarten, Tieri State School, Clermont State School, Capella State School, and Capella State High School. This unique network works together to provide:

- principal and leadership team support to each other in local decision making processes;
- sharing of teaching and learning ideas to provide high yield strategies for all our learners;
- opportunities for collaborative planning and moderation of student achievements;

- sharing of financial and physical resources to provide sporting and extra-curricular activity opportunities to the communities in our areas;
- maintaining alignment and developing consistency of quality teaching and learning practices with input from regional resources; and
- unity and empowerment to our workforce within Central Queensland.

Through this unique alliance a seamless educational pathway is delivered from the early phase of learning to high school and then onto adult life within our communities. Our collaborative empowerment partnerships work together to provide a range of learning opportunities to meet the individual needs and desires of all our learners at all stages of their journey of learning discovery. Partners also work to ensure smooth transitions occur at the key junctures of schooling.

The following School Report outlines achievements demonstrated by the students and staff of Tieri State School throughout the 2015 school year and our future direction and initiatives at Tieri State School. Throughout the school year, we as a school community, continued to celebrate excellent academic achievement of the students as well as planned special events throughout the year. Tieri State School has much to celebrate from 2015 with improved NAPLAN results for Years 3 and 5. Students continued to be very satisfied with the education being provided to them. Parents and Staff also indicated a high degree of satisfaction with the school and its education program. Tieri State School is committed to continuous school improvement and works collaboratively with the P & C and wider school community to achieve quality outcomes for every student. I hope that you find this report informative in determining the quality of educational outcomes at Tieri State school and persuasive in considering our school and school community in the future.

We look forward to another busy year in 2016!

Sarah-Jane Clark

## School progress towards its goals in 2015

| PRIORITIES | STRATEGIES | BEGINNING | CONSOLIDATING | EMBEDDED |
|---|---|---|---|---|
| Attainment Reading Writing Numeracy Science Attendance | • Implement the P-12 Curriculum Assessment and Reporting Framework and adopt/adapt the Department's Australian Curriculum support resources. | | ✓ | |
| | • Improve learning outcomes through consistent curriculum and analysis of student data to inform whole-of-school and individual improvement strategies. | | ✓ | |
| | • Ensure consistent and effective teaching and learning practices aligned to the Pedagogical Framework. | | ✓ | |
| | • Support whole of school approaches that effectively target resources to meet the needs of every student. | | | ✓ |
| | • Support staff to build their professional capacity and provide them with meaningful feedback. | | | ✓ |
| | • School leaders engage with teachers in the classroom to strengthen and support teaching practice and | | ✓ | |

| | | | | |
|---|---|---|---|---|
| | contribute to improved student outcomes | | | |
| | • Job-embedded and inquiry-based professional learning builds, capacity, informs instructional practice and contributes to a culture of professional learning. | | ✔ | |
| | • School leaders will be instructional leaders by focusing on: core learning priorities, student-centered planning, quality curriculum, student achievement and improvement, pedagogical practice, teacher feedback and quality assessment. | | | ✔ |
| Closing the Gap between attendance and outcomes of indigenous and non-indigenous students | • Develop productive partnerships with parents and the community to support improved student learning opportunities. | | | ✔ |
| Transition | • Maintain partnerships with parents and community organisations to support students starting Prep. | | | ✔ |
| | • Maintain partnership with our local State High School to support student transition to high school. | | | ✔ |
| | • Ensure transition processes are refined and enacted earlier with Year 7 becoming part of High School in 2015. | | | ✔ |
| Public Perception | • Implement the Parent and Community Engagement Framework and associated resources to better respond to the needs of our student and school community. | | | ✔ |
| | • Development productive partnerships with parents and the community to support improved student learning opportunities. | | | ✔ |
| | • Welcome parents to be actively engaged in their child's learning. | | | ✔ |
| | • Ensure we offer a safe and disciplined environment, where students and their parents understand the expectations of their school and their responsibilities as members of the school community. | | | ✔ |
| | • Support staff to build their professional capacity and provide them with meaningful feedback. | | | ✔ |

**Future outlook**

# Tieri State School
# EXPLICIT IMPROVEMENT SUMMARY

| **Key Priorities** | ✓ Know and Meet our Learners' Needs<br>✓ Increase Student Knowledge and Understanding of Mathematics<br>✓ Develop Quality Practice in the teaching of Problem-Based Pedagogy |
|---|---|

## *Strategic Direction 2016*

**Mission Statement:** *Engaging young minds to meet the challenges of the future, by offering unique, high quality education programming and transitioning from the early years to high school and as lifelong learners.*

**Vision:** *Continue to eliminate the D's and move the C's to A's and B's.*

### Core Purpose

- Enable every student to realise their potential
- Provide clear knowledge and skills for each learner to work towards achieving success
- Strive for success by operating as a lifelong learner

### Core Goals

To ensure every student is succeeding at Tieri SS and is ready for their own personal journey in life, we will focus on:

- **Teaching Quality**
  - Develop a deep knowledge and understanding of the Australian Curriculum P-12, assessment and reporting framework to suit our school context and our learners.
- **Successful Learners**
  - Know all our learners and their data profile to make informed decisions regarding teaching and learning differentiation to meet their needs and to expand opportunities for all students to reach their potential.
- **School Performance**
  - Regular curriculum and data meetings to monitor performance and inform teaching and learning practices.
  - Use additional non-contact time wisely to support the sharing of successful practice across classrooms and to ensure better outcomes for students.
- **Local Decision Making**
  - Consistently provide a clear line of sight towards achieving our school's improvement agenda while continuing to put students first at the top of our organisational structure and improving life in the coal fields.
  - Every member at every point in the system is working towards a high level of expertise.
  - At the core of all our engagement opportunities continue to establish strong partnerships with parent and community stakeholders.

### 2016 Improvement Actions

- **Analyse Data and Cater for Students' Needs**
  - Engage in regular data reviews to develop expertise in data analysis to guide improvements in teaching and learning and prompt differentiation and early interventions that are responsive to students' academic needs.
- **Increase Upper Two Bands**
  - Review and monitor high performing students and ensure a variety of processes are in place for the identification of possible U2B students.

- Implement programs and strategies into the curriculum which meets the needs of U2B students and caters for the ability levels and provides challenging optimal learning for potential U2B students.

### Embed Australian Curriculum
- Ensure all staff access and engage with PD designed to improve the teaching and learning of the Australian Curriculum with consistent standards of practice for planning, differentiation and assessment to ensure that all our students are engaged and exposed to the curriculum content.

### Improve Mathematics Knowledge and Practice
- Embed whole-school explicit teaching and problem-based learning for mathematics by driving a shared understanding and pedagogical practice of the Australian Curriculum and by adopting and adapting resources such as C2C, Back-To-Front Maths, Great Leaps and extension learning for U2B students.

### Provide Instructional Leadership
- Leadership team to ensure all staff have access to professional development opportunities which align with their goals for improvement and our whole school explicit improvement agenda.

### 2016 School Targets

### Numeracy
✓ Maintain and/or Improve Upper Two Bands: YR3 – 30% or better
✓ Improve Upper Two Bands: YR5 – 20% or better
✓ Minimum 95% of students achieving at or above National Minimum Standard
✓ Percentage of students achieving a C or above in Mathematics: 90% or above

| NAPLAN TARGETS (NMS & U2B %) 2016 | | | | |
|---|---|---|---|---|
| STRAND | 3 NMS | 3 U2B | 5 NMS | 5 U2B |
| Reading | 95% | 40% | 95% | 30% |
| Writing | 95% | 40% | 95% | 25% |
| Spelling | 95% | 30% | 95% | 20% |
| G & P | 95% | 30% | 95% | 30% |
| Numeracy | 95% | 30% | 95% | 20% |

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational
**Independent Public School:** No
**Year levels offered in 2015:** Prep Year - Year 6
**Student enrolments for this school:**

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|---|---|---|---|---|---|
| 2013 | 218 | 107 | 111 | 14 | 86% |
| 2014 | 208 | 101 | 107 | 15 | 91% |
| 2015 | 187 | 88 | 99 | 10 | 90% |

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.* *Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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## Characteristics of the student body:

Tieri is a mining community located in the Central Queensland Highlands. It has a population of approximately 2,012 (2011 census). Established in 1983, the town exists to support the nearby mines of Oaky Creek, 14 km to the east. The families of Tieri State School are drawn from the town population that is largely employed at the local mines. Other families are from the self-employed business community and State Government employee population of the town. Our school's student population is moderately transient due to the majority of families being employed in mining. Student transitions at the completion of year 6 are various with students either continuing to live in Tieri and attending Capella State School for senior, accessing schooling in Emerald, enrolling in various boarding schools around the State or families moving away from Tieri altogether.

## Average class sizes

| | Average Class Size | | |
|---|---|---|---|
| Phase | 2013 | 2014 | 2015 |
| Prep – Year 3 | 21 | 18 | 21 |
| Year 4 – Year 7 Primary | 17 | 21 | 24 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

| | Count of Incidents | | |
|---|---|---|---|
| Disciplinary Absences | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 0 | 0 | 0 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum Delivery
### Our approach to curriculum delivery

### Teaching & Learning
Tieri State School is committed to achieving quality outcomes for students. We will not shy away from our responsibility to look after and develop positive, active, thinking, lifelong learning young Australians. At Tieri State School, our caring and supportive teachers plan, teach, assess and report on English, Mathematics, Science, Humanities and Social Sciences, Technology, Health and Physical Education and The Arts. Upper school students also access the Languages Other Than English (LOTE) program of Japanese. Tieri continues to implement the P-12 Australian Curriculum Framework in line with the Queensland implementation plan.

**Explicit Teaching & Consolidation**
Tieri State School's agreed teaching pedagogy is 'Explicit Teaching'. Explicit Teaching is the teaching of specific concepts or skills in a highly structured framework consisting of five distinct phases:
1. Opening of lesson (Warm Up and Activation of Prior Knowledge)
2. Clear Learning Goal and Success Criteria (WALT and WILF)
3. I Do (Explicit Teaching and Modelling of Concept/Skill)
4. We Do (Guided Practice)
5. You Do (Independent Practice)
6. Plough Back and Review
7. Closing of Lesson (Checking for Understanding and Feedback)

All teachers will have the opportunity to be observed and be provided with feedback to assist with professional growth around Explicit Teaching and Consolidation throughout the year. These visits are conducted by members of the School Leadership Team.

The school deploys members of staff for the priority Teaching and Learning areas of: Explicit Teaching, Problem-Based Pedagogy, Mathematics, Classroom Management and Differentiation. Coaches and Mentors are available to support teaching and non-teaching staff and can be used as part of Annual Performance Development. It is expected that staff will engage with at least one coach per year.

**Curriculum Organisation & Delivery**
The curriculum at Tieri State School is designed to cater for the distinct needs of our students. As such, it is divided into two main phases:
Lower School – Prep, Year 1 & Year 2
Upper School – Year 3, Year 4, Year 5 & Year 6

**Extra Curricula Activities**
Extra curricula activities include:
- Instrumental Music Program
- Band and School Choir
- Interschool Sporting Programs
- Student Council and leadership development programs
- Central Highlands, Peak Downs and Capricornia Representative sport
- Central Highlands Eisteddfod
- Wakakirri Australian National Story Sharing Festival
- Environmental Club/Sustainable Schools Program
- School Camps and Excursions
- School End of Year Concert
- Active Before and After School Sports
- Culture Days
- Science Week
- Discos

**How Information and Communication Technologies are used to improve learning**
At Tieri State School all units of work integrate an ICT component where appropriate. Interactive Whiteboards, using computers and data projectors to enhance learning, are provided in every learning environment. All classrooms and the resource centre are cabled to provide internet access. There are several computers in each classroom. The school also has a computer lab available for whole class use. IPads and iPods have been purchased as an additional teaching resource as well as basic robotics kits and coding software.

The school's integration of the ICT checklist for students and the technology Australian Curriculum provides students with opportunities to develop skills in:

- Using computers and software including coding
- Cyber safety awareness and effective use of the internet
- Digital photography
- Participate in professional learning programs and events, live and on demand through Education QLD One Channel, The Learning Place and Smart Classrooms
- Participate in Web Conferencing using iConnect
- Collaborate, create, share, innovate and publish in a digitally rich learning environment
- Write blogs, create web pages and QR scanner coding, and make interactive games
- Use robotics kits
- Use Microsoft Office Tools and other technology across all learning areas.

## Social Climate

At Tieri State School we ensure a positive and supportive school climate where strong citizenship and quality learning is a key priority for students, teachers, parents and carers. We believe that in order for students to learn effectively they need to:

- Be Safe
- Be Respectful
- Be Responsible
- Be a Learner

We complement the work done by parents at home by actively teaching these expectations in our classrooms through a structured Social Skills Program which is implemented with all students on a weekly basis. We also implement an effective Health, Safety and Wellbeing Plan which ensures the optimum welfare of all in our school.

Our school community benefits from our whole school inclusive philosophy and supportive culture. This is developed through our Responsible Behaviour Plan which combines an effective positive behaviour program and explicit school rules which clearly articulate our expectations for our students and rewards them for demonstrating this behaviour.

In conjunction with the Responsible Behaviour Plan, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it. The "High Five" strategy is explicitly taught to students to prevent bullying. Specific incidents of bullying are not tolerated and are investigated and consequences and supportive strategies are put in place. Incidents are tracked on our electronic database and any continuing patterns of behaviour are addressed with higher levels of consequences and supportive strategies.

### Parent, student and staff satisfaction with the school

| Performance measure | | | |
| --- | --- | --- | --- |
| Percentage of parent/caregivers who agree# that: | 2013 | 2014 | 2015 |
| their child is getting a good education at school (S2016) | 76% | 100% | 80% |
| this is a good school (S2035) | 84% | 100% | 80% |
| their child likes being at this school (S2001) | 96% | 95% | 93% |
| their child feels safe at this school (S2002) | 96% | 95% | 93% |
| their child's learning needs are being met at this school (S2003) | 80% | 100% | 73% |
| their child is making good progress at this school (S2004) | 88% | 100% | 80% |
| teachers at this school expect their child to do his or her best (S2005) | 96% | 100% | 87% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 92% | 95% | 80% |
| teachers at this school motivate their child to learn (S2007) | 88% | 100% | 80% |

| Performance measure | | | |
| --- | --- | --- | --- |
| Percentage of parent/caregivers who agree# that: | 2013 | 2014 | 2015 |
| teachers at this school treat students fairly (S2008) | 84% | 95% | 87% |
| they can talk to their child's teachers about their concerns (S2009) | 92% | 95% | 80% |
| this school works with them to support their child's learning (S2010) | 80% | 100% | 79% |
| this school takes parents' opinions seriously (S2011) | 75% | 100% | 79% |
| student behaviour is well managed at this school (S2012) | 75% | 95% | 87% |
| this school looks for ways to improve (S2013) | 83% | 100% | 87% |
| this school is well maintained (S2014) | 92% | 100% | 87% |

| Performance measure | | | |
| --- | --- | --- | --- |
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 98% | 98% | 98% |
| they like being at their school (S2036) | 93% | 95% | 98% |
| they feel safe at their school (S2037) | 93% | 100% | 98% |
| their teachers motivate them to learn (S2038) | 98% | 98% | 100% |
| their teachers expect them to do their best (S2039) | 100% | 100% | 100% |
| their teachers provide them with useful feedback about their school work (S2040) | 96% | 94% | 98% |
| teachers treat students fairly at their school (S2041) | 96% | 100% | 100% |
| they can talk to their teachers about their concerns (S2042) | 91% | 94% | 86% |
| their school takes students' opinions seriously (S2043) | 96% | 93% | 95% |
| student behaviour is well managed at their school (S2044) | 87% | 93% | 98% |
| their school looks for ways to improve (S2045) | 100% | 100% | 98% |
| their school is well maintained (S2046) | 98% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2047) | 98% | 96% | 98% |

| Performance measure | | | |
| --- | --- | --- | --- |
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 100% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 100% | 100% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 91% | 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% | 100% | 100% |
| staff are well supported at their school (S2075) | 100% | 100% | 82% |
| their school takes staff opinions seriously (S2076) | 100% | 100% | 82% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |

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| Performance measure | | | |
|---|---|---|---|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| their school is well maintained (S2078) | 100% | 100% | 91% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 94% | 100% |

# '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 Tieri State School we strongly value the partnership that we have with our parents and broader school community. Parents and caregivers at Tieri State School expect a well-disciplined, well organised and caring learning environment that caters for the needs of their children. Our school has implemented a range of strategies to ensure that our parents are well informed and involved in our school. These include:

- Reporting to our Parents' and Citizens' Association monthly
- Weekly collaborative engagement through Parent/Carers Focus Groups with the Principal and staff
- Classroom open days at the beginning of the year to welcome parents into their new year level, find out about the curriculum, expectations and routines of their child's new class
- Parent Teacher Evenings and Conferences both formal and informal
- Parent Handbook
- Weekly Newsletters
- Weekly parades
- School website
- Display of current units of work and expectations

Parents are also encouraged to be partners in their child's education through:

- Active membership in our Parents and Citizens Association
- Participation in collaborative engagement focus groups
- As classroom volunteers
- As student mentors
- By attending curriculum culmination activities
- By attending educational workshops held every term
- Providing voluntary support and supervision on class excursions
- Supporting students with Special Needs

## Reducing the school's environmental footprint

The school has been striving to reduce its energy and water consumption through education with our students, staff and parents. Our school is fitted with a 4Kw solar electric system which produces on average 21Kw a day. We have converted urinals to non-flush toilets and have installed dual flush toilets in every bathroom. An Environmental Club operates at the school, involving students in projects that help care for the environment. Students are also involved in environmental activities embedded in our curriculum. We continue to recycle paper and where possible use technology to reduce our carbon footprint. We use email and social media to send home school newsletters and to communicate important notices.

| Environmental footprint indicators | | |
|---|---|---|
| Years | Electricity kWh | Water kL |
| 2012-2013 | 129,975 | 240 |
| 2013-2014 | 174,782 | 316 |
| 2014-2015 | 143,529 | 1,416 |

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*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

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|---|---|---|---|
| Headcounts | 14 | 10 | 0 |
| Full-time equivalents | 12 | 7 | 0 |

### Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|---|---|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 10 |
| Graduate Diploma etc.** | 1 |
| Masters | 3 |
| Doctorate | 0 |
| **Total** | **14** |
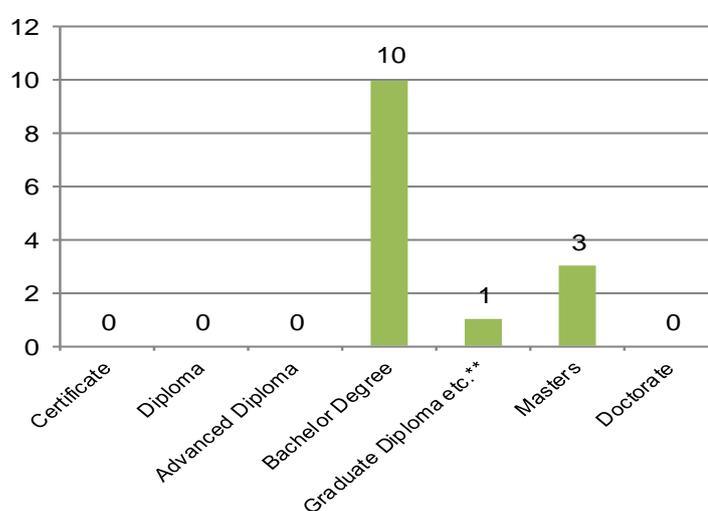
*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 was just over $60 000 with a large proportion of our school investment going towards building staff capability through the employment of a Head of Curriculum for 5 days p/f. The major professional development initiatives are as follows:

- Engagement of a Head of Curriculum to provide instructional leadership, coaching and mentoring to staff
- Explicit Instruction and Problem-Based Pedagogy
- Seven Steps to Writing (Literacy Strategies)
- Students with Vulnerabilities: Autism Awareness, Differentiation and Inclusion
- Workplace Health and Safety and First Aid Training
- Numeracy Understanding and Back-To-Front Mathematics
- Primary Education Conference and Principal Conference
- Administration Team: management and accounts

Tieri State School's greatest asset is the dynamic and committed staff who work together to create a very professional team of educators that are focused on providing the very best education for students at our school. Professional development is integral to our belief that we are all lifelong learners and that we model this to our students.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

| Average staff attendance | 2013 | 2014 | 2015 |
|---|---|---|---|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 98% | 97% |

## Proportion of staff retained from the previous school year

From the end of the previous school year, 72% of staff was retained by the school for the entire 2015 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**

```
School name              GO

Suburb, town or postcode

Sector:
☑ Government
☑ Non-government

        SEARCH
```

Where it says **'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.

## Performance of our students

### Key student outcomes

| Student attendance | 2013 | 2014 | 2015 |
|---|---|---|---|
| The overall attendance rate for the students at this school (shown as a percentage). | 91% | 92% | 93% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 88% | 89% | 89% |

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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 attendance rate in 2015 for all Queensland Primary schools was 93%.
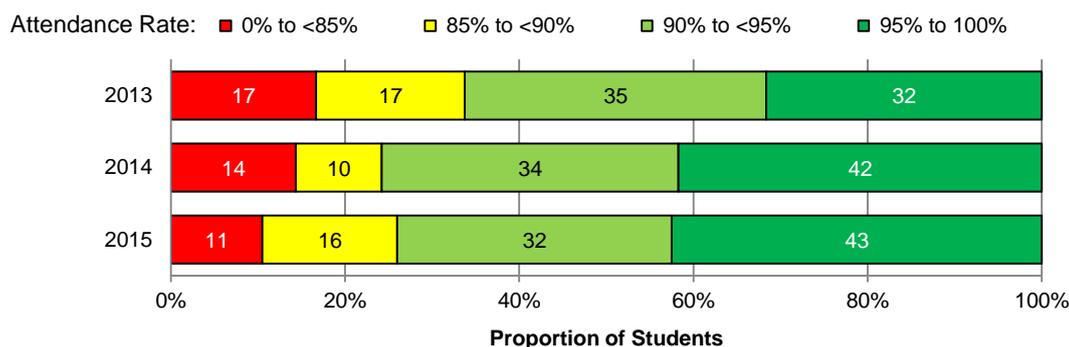
| Student attendance rate for each year level (shown as a percentage) | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2013 | 89% | 91% | 90% | 91% | 91% | 93% | 95% | 91% | | | | | |
| 2014 | 92% | 93% | 93% | 93% | 91% | 93% | 91% | 95% | | | | | |
| 2015 | 93% | 94% | 93% | 93% | 93% | 89% | 94% | | | | | | |

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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

| Year | 0% to <85% | 85% to <90% | 90% to <95% | 95% to 100% |
|---|---|---|---|---|
| 2013 | 17 | 17 | 35 | 32 |
| 2014 | 14 | 10 | 34 | 42 |
| 2015 | 11 | 16 | 32 | 43 |

Proportion of Students

## Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

It is critical that students attend every day at Tieri State School so that they get the full benefit of our outstanding school. We both encourage and follow up on attendance:
- Weekly attendance figures are shared on school parades and with our school community
- 100% attendance awards and celebrations and students are very excited when their class has the best attendance
- Individual Attendance Plans to support students and families
- Attendance alerts and case management Social Justice Committee members
- Social Justice Committee members track student absences, follows up with parents and provide the information to school leadership for enforcement if required
- Class rolls are marked twice per day before 9:00am and again at 2:00pm
- Families are sent on-the-day test messaging to notify them of unexplained absence
- Students receive notes to ask parents for explanations as to their absences which are followed up with a phone call by a member of the school's administration team, within three days. We have very few unexplained absences

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- If the absence is prolonged, however, an interview with the parents/ caregivers is requested. Letters are sent home according to departmental policy where attempts at communication have been unsuccessful.
- Attendance enforcement as per DETE policy

In addition to the management of absences, a term report is sent to parents to indicate the percentage of attendance for each student with benchmarks set at:

95% or above = Outstanding
92% to 94.9% = High
90% to 91.9% = Satisfactory
89.9% or below = Warning

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

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

### Find a school

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Sector:

☑ Government

☑ Non-government

**SEARCH**

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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