



Tambo State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

|                       |  |
|-----------------------|--|
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### School overview

At Tambo State School we value ourselves, each other & our environment by promoting quality education; honesty & respect; a safe & supportive environment; open communication; accountability & positive attitudes. The school offers a learning place for students from Prep Year 10 & places for Year 11/12 students enrolled in Distance Education Schools. These programs are supported by a number of visiting professional staff including a guidance officer; SLP; LOTE teacher. The school has dedicated itself to improving literacy and numeracy outcomes for students as a major focus. Programs are being implemented to support this initiative. Smart Moves has also been embraced by the school with Physical Education being integrated through subjects on a daily basis. Extra curricula activities offered by experienced teachers & trainers include: technology club; chess club; guitar club; choir; active after school communities program; netball; football; tennis; swimming. The community has many active groups which support a range of cultural, sporting & educational interests. The school is regularly involved with the local council in projects that benefit both the school & the community.

During 2018 the school priorities were:

Reading - focusing on teaching reading in classrooms including a whole school approach to reading and comprehension; professional development targeting reading for staff; embedding explicit instruction, and target setting for individual students.

Student attainment – focusing on the use of data; using Cogmed to improve student performance; and ensuring curriculum offerings suit the needs of our students; engaging teachers in ownership of data through involvement in the Leading Learning project.

Numeracy – focusing on providing professional development to staff on using data to inform teaching practice.

Writing – focusing on providing professional development for teachers on improving student writing.

Closing the Gap between attendance and outcomes of indigenous and non-indigenous students – promotion of attendance and implementation of attendance strategies to improve attendance.

Parent and Community Education – implement a professional development strategy for parents; provide opportunities for parents to attend professional development activities; track parent-teacher communications.

Teacher Professional Development – provide timely professional development activities to support teachers to do their job in the school; teachers trained in providing feedback.

Attendance – raise profile of need for attendance through publication of articles in the newsletter; implement the same day notification system for school absence

Student retention – promotion of Tambo State School as a suitable schooling option for students to Year 10.

### School progress towards its goals in 2018

Reading – Teachers set reading targets for every student each term and there is a monitoring system in place to track student achievement. Reading progress is monitored carefully and teacher/teacher aide conversations take place on a weekly basis to discuss progress of readers. Students know what their reading target is and actively engage in strategies to achieve these targets.

Writing – There is active moderation of writing pieces throughout the school.

Numeracy – numeracy data is discussed on a regular basis with teachers. Standardised testing within the school collects and collates numeracy data for analysis at the end of each year or at times when it is timely to provide intervention strategies. Moderation of numeracy occurs throughout the school.

Student Attainment – Student attainment is closely monitored throughout the school with teachers discussing results with the principal and staff on a regular basis. Teachers and teacher aides are also involved heavily in moderation of work samples where all teachers and teacher aides moderate the same pieces of work and have consultative conversations to ensure that the marking of pieces of work is consistent. Students identified in Top 2 bands accessed online programs such as IMPACT.

Student retention – Tambo has been keeping a high profile in the community regarding quality teachers and smaller class sizes.

Attendance – attendance has been supported by an intensive advertising campaign within the school newsletter; fliers and the use of the digital sign. The Same Day notification system is used for monitoring student absence. This has seen a marked increase in notification for student absence.

Closing the Gap between attendance and outcomes of indigenous and non-indigenous students – the school data profile has been used by staff to track this data and to develop a plan of attack to address concerns as they arise.

Parent and Community Education – professional development opportunities are offered to parents throughout the year such as 'Working with I pads' and 'How to Support your child with Reading'.

Teacher Professional Development – various professional development opportunities were offered to all staff throughout the year including specific training for literacy type activities.

## Future outlook

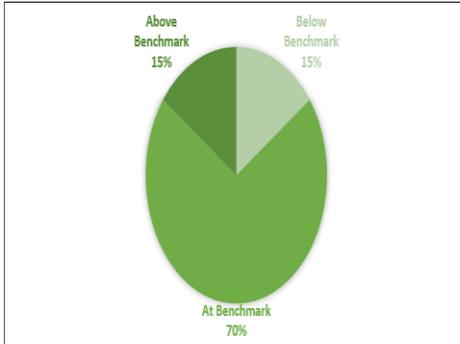
The 2019 priorities will be driven by the collated results of PAT testing at the end of 2018.

| Priorities 2019  | Priorities 2019   |
|--|---|
| <b>Reading</b> – professional development for new and beginning staff; focused teaching episodes in all classrooms; Investing For Success strategies implemented throughout school; school wide spelling program; individual target setting for all students in reading. | <b>Attainment</b> – Cogmed training for staff and program implementation for identified students; using data to identify student needs; professional development for staff on how to use data. Use of computer based programs to improve success for identified students such as IMPACT programs. |
| <b>Numeracy</b> – professional development to all staff around use of data to inform teaching practice   | <b>Retention</b> – promotion of Tambo State School as a suitable option for schooling to Year 10  |
| <b>Parent and Community Education</b> – offer professional development to parents as identified for their needs  | <b>Writing</b> – professional development for teachers to ensure consistent teaching practice.  |
| <b>Transition</b> – engage Pre-Prep students in a school based transition program  | <b>Attendance</b> – raise profile of need for improved attendance through newsletter, digital sign and parade.  |
| <b>Closing The Gap</b> - promote attendance as being essential to learning through public media such as sign and newsletter  |   |

# PAT R

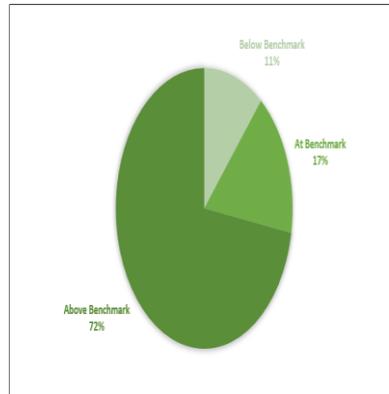
## Spelling

Whole School Snapshot



# Sight words

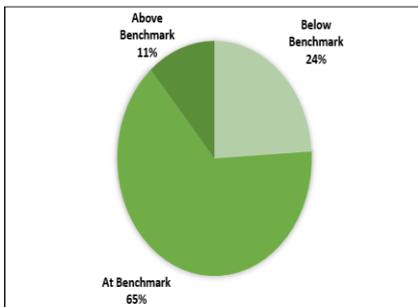
Whole School Snapshot



# PAT R

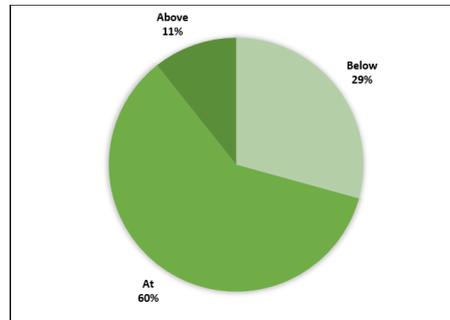
## COMPREHENSION

Whole School Snapshot



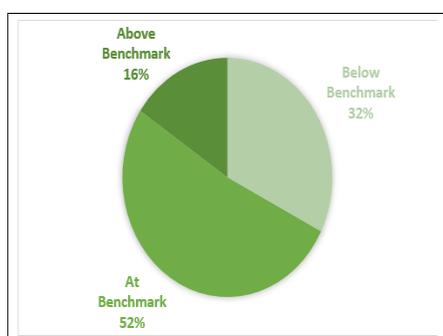
# PAT R

## Vocabulary



# PAT MATHS and I

## Can Do Maths



Great progress was made in Semester 2 2018 with student achievement. Data has indicated that all students are making headway in all areas of the curriculum. Many of the new students have moved from low levels to just below or at benchmark in these areas.

## Our school at a glance

### School profile

|                                    |                           |
|------------------------------------|---------------------------|
| <b>Coeducational or single sex</b> | Coeducational             |
| <b>Independent public school</b>   | No                        |
| <b>Year levels offered in 2018</b> | Early Childhood - Year 10 |

### Student enrolments

Table 1: Student enrolments at this school

| Enrolment category                 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total                              | 67   | 71   | 79   |
| Girls                              | 27   | 28   | 27   |
| Boys                               | 40   | 43   | 52   |
| Indigenous                         | 14   | 12   | 20   |
| Enrolment continuity (Feb. – Nov.) | 94%  | 91%  | 90%  |

#### Notes:

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

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

## Characteristics of the student body

### Overview

The student body for 2018 was generally made up of 30 girls and 49 boys. 20 of these children identified as Aboriginal and Torres Strait Islander origin. Approximately one third of the school population travels to school on one of the three bus runs. These students live on large sheep and cattle stations and some travel up to one hour each way to get to the school each day. The student body encompasses students from diverse backgrounds including Aboriginal and Torres Strait Islander descent, physical impairment, special needs and learning disabilities.

### Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3      | 12   | 15   | 13   |
| Year 4 – Year 6    | 16   | 12   | 14   |
| Year 7 – Year 10   | 4    | 5    | 6    |
| Year 11 – Year 12  |      |      |      |

Note:

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

## Curriculum delivery

### Our approach to curriculum delivery

Tambo State School provides students with opportunities to participate in the core learning areas listed below across the curriculum from Prep to Year 10.

English

Maths

Science

History/Geography

H&PE

The Arts

ICT

LOTE

IT & D

Home Economics

Primary classrooms operate on a composite year level basis. These levels being for 2018: Prep, 1, 2/3, 4, 5/6. Changes around classroom structure depend upon enrolments and staffing expertise.

The secondary classrooms operate from a home room based on Years 7,8, 9 and 10. Classes are grouped according to key subject areas, student needs and staff expertise. Staffing is arranged to support student needs. All students participate in a school wide spelling program.

### Co-curricular activities

Extra curricula activities are offered by experienced teachers and coaches throughout the school.

Active After School Activities

Soccer Coaching

School camps and excursions

Students are also able to access many sports and other cultural pursuits through the school, through AASC and through some external sporting clubs, such as:

Football

Netball

Tennis

Swimming

Pony Club

Dancing

Soccer

Opportunities to represent the school in age groups for sports are done through selection trials throughout the district. Students travel through subsidised travel organised by the school to attend trials.

## How information and communication technologies are used to assist learning

Computers are used throughout the school in whole class activities; group activities; and individual access through computer rooms; classroom computers and computer lab access through the library. Students complete classroom work such as story writing, report writing, involvement in online reading schemes and research using the internet. iPads are accessed by all students throughout the school to support their school curriculum studies. All secondary students are issued with laptops for school use. The use of computers is embedded into the KLAs and classroom teaching with students accessing technology on a daily basis. In the primary school all students are issued with XO Laptops which have basic computer functions that allow them to word process; graph; chat; share applications; complete group work and use programs to consolidate in class learning experiences. Year 7-10 students are all issued with a windows laptop for use throughout all subjects.

Year 6-10 students use technology and programs such as Blackboard Collaborate to access online subjects such as Japanese, which is delivered by Charters Towers School of Distance Education. Other platforms used to support student development include CoviU for skype types of counselling and occupational therapy sessions with external providers from private practice.

Students also engage in programs such as, IMPACT, Deadly Readers, Cogmed and Literacy Pro through the online platform to support their learning needs

Teachers use technology to moderate with other similar schools and to improve professional development opportunities due to distance.

## Social climate

### Overview

During 2018 all teachers used the Friends program with their students in classrooms. Trained staff supported classroom teachers and this allowed teachers to address bullying in the classrooms and playground and provide pastoral care for students. This was supplemented by pastoral care meetings with high school students as a whole group. Teachers worked closely with the School Based Youth Nurse to address issues for teenagers throughout the high school. Parents continued to be a valued part of the school offering assistance in classrooms as parent helpers and attendance at meetings and fundraising events. The P&C ran very successful fundraising events throughout the year that were well attended by the community, including Christmas themed community markets. Teachers supported parents by being involved in their fundraising events where possible.

Results from the School Opinion Survey indicated that 90% of parents felt their children were safe in the school. 93% of students thought that behaviour and discipline were well managed in the school; 93% of students thought that they were treated fairly and 80% of students thought that teachers motivated them to learn. Staff returned a mixed bag of results with 76% of staff saying students were treated fairly; 94% saying that the school was a safe place to work; and 94% saying that behaviour was well managed. However, the climate in the school is extremely positive with staff working well together and towards a united cause. Student behaviour is extremely good.

Staff, parents and students have been extremely well supported by the organisation Outback Futures, which has provided support to the school via face-to-face meetings and an online platform. They have provided services for counselling; teaching and learning support in the classroom; an educational psychologist and occupational therapy.

The school also ran a strong Well Being program for the staff with activities offered at least every fortnight for staff to engage in.

## Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their child is getting a good education at school (S2016)  | 92%  | 100% | 80%  |
| • this is a good school (S2035)  | 92%  | 100% | 80%  |
| • their child likes being at this school* (S2001)  | 100% | 91%  | 80%  |
| • their child feels safe at this school* (S2002)   | 100% | 100% | 90%  |
| • their child's learning needs are being met at this school* (S2003)                                     | 92%  | 100% | 80%  |
| • their child is making good progress at this school* (S2004)  | 100% | 100% | 80%  |
| • teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 100% | 70%  |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 92%  | 100% | 90%  |
| • teachers at this school motivate their child to learn* (S2007)   | 92%  | 91%  | 80%  |
| • teachers at this school treat students fairly* (S2008)   | 92%  | 100% | 70%  |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 100% | 100% | 70%  |
| • this school works with them to support their child's learning* (S2010)                                 | 92%  | 100% | 70%  |
| • this school takes parents' opinions seriously* (S2011)   | 92%  | 91%  | 70%  |
| • student behaviour is well managed at this school* (S2012)  | 92%  | 100% | 80%  |
| • this school looks for ways to improve* (S2013)   | 92%  | 91%  | 80%  |
| • this school is well maintained* (S2014)  | 100% | 91%  | 80%  |

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

| Percentage of students who agree# that:   | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048)                               | 100% | 95%  | 98%  |
| • they like being at their school* (S2036)  | 91%  | 89%  | 95%  |
| • they feel safe at their school* (S2037)   | 100% | 97%  | 100% |
| • their teachers motivate them to learn* (S2038)                                    | 97%  | 100% | 98%  |
| • their teachers expect them to do their best* (S2039)                              | 100% | 100% | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 97%  | 100% | 100% |
| • teachers treat students fairly at their school* (S2041)                           | 89%  | 95%  | 93%  |
| • they can talk to their teachers about their concerns* (S2042)                     | 97%  | 95%  | 93%  |

| Percentage of students who agree# that:                                   | 2016 | 2017 | 2018 |
|---|------|------|------|
| • their school takes students' opinions seriously* (S2043)                | 88%  | 92%  | 93%  |
| • student behaviour is well managed at their school* (S2044)              | 91%  | 95%  | 93%  |
| • their school looks for ways to improve* (S2045)                         | 88%  | 97%  | 100% |
| • their school is well maintained* (S2046)                                | 100% | 100% | 98%  |
| • their school gives them opportunities to do interesting things* (S2047) | 94%  | 92%  | 91%  |

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069)   | 100% | 94%  | 94%  |
| • they feel that their school is a safe place in which to work (S2070)   | 100% | 94%  | 94%  |
| • they receive useful feedback about their work at their school (S2071)  | 100% | 94%  | 88%  |
| • 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% | 94%  | 94%  |
| • students are treated fairly at their school (S2073)  | 100% | 89%  | 76%  |
| • student behaviour is well managed at their school (S2074)  | 100% | 94%  | 94%  |
| • staff are well supported at their school (S2075)   | 100% | 94%  | 76%  |
| • their school takes staff opinions seriously (S2076)  | 100% | 94%  | 71%  |
| • their school looks for ways to improve (S2077)   | 100% | 94%  | 94%  |
| • their school is well maintained (S2078)  | 100% | 94%  | 88%  |
| • their school gives them opportunities to do interesting things (S2079)   | 100% | 94%  | 88%  |

\* 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

Tambo State School has an active P&C. This parent group regularly attends school to become engaged in school activities. They work as classroom helpers for literacy rotations; some take a motor skills program in the younger age groups; they attend swimming lessons to help with classes; Friday on parade is seen as an open day for parents with many attending regularly to see acknowledgement of student progress and presentation of various awards. They attend sporting carnivals and trials in other towns with students. The school has established links with a number of organisations from within Education Queensland and externally i.e. Montrose, to support Students with Disabilities within the school; Outback Futures. An open and transparent consultative process regarding all adjustments to the physical environment to suit students is used with great effect.

All students verified with a disability have a support program in place. Parents are consulted with at all stages and are invited to regularly attend meetings with visiting therapists.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

This also includes visits from the School Based Youth Nurse who works in the classrooms; a weekly secondary department focused pastoral care program

## School disciplinary absences

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

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

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

Tambo State School's power bills have remained high since the installation of reverse cycle air conditioning over the old evaporative systems. Whilst every effort is made to close doors and windows when air conditioners are running, the style of the buildings and its fittings do not lend to energy conservation. Ongoing rising costs of electricity and with the option of only one provider means that the school must ensure that it manages the facilities allocation carefully.

Table 7: Environmental footprint indicators for this school

| Utility category  | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 72,722    | 70,895    | 72,367    |
| Water (kL)        |           |           |           |

Note:

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

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

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

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

|                                 |                       |       |
|---------------------------------|-----------------------|-------|
| <b>Find a school</b>            | <b>Search website</b> |       |
| Search by school name or suburb |                       |       |
| <b>Go</b>                       |                       |       |
| School sector                   | School type           | State |

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

|                            |
|----------------------------|
| <b>View School Profile</b> |
|----------------------------|

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

|                |        |            |                 |                |                  |             |
|----------------|--------|------------|-----------------|----------------|------------------|-------------|
| School profile | NAPLAN | Attendance | <b>Finances</b> | VET in schools | Senior secondary | Schools map |
|----------------|--------|------------|-----------------|----------------|------------------|-------------|

Note:

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

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description           | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts            | 11              | 11                 | 0                  |
| Full-time equivalents | 11              | 7                  | 0                  |

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate                      | 0                        |
| Masters                        | 0                        |
| Graduate Diploma etc.*         | 0                        |
| Bachelor degree                | 10                       |
| Diploma                        | 1                        |
| Certificate                    | 0                        |

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$11 329.

You can calculate the amount above from OneSchool data.

The major professional development initiatives are as follows:

- Literacy Continua Training
- Early Years Literacy Training
- Manual Handling training
- Leading Learning Conferences and workshops within the school
- Cleaners Training
- Mentoring training
- Mentoring programs
- 1<sup>st</sup>/2<sup>nd</sup> year teacher programs
- Essential Skills Classroom Management workshops
- Age Appropriate Pedagogies training

- General First Aid
- Managing Diabetes training
- Managing Epilepsy training
- Cluster moderation
- Planning and Accountability workshop
- Corporate Services Training
- QELI workshop
- Positive Schools Training
- Finance Training
- Principals Conference
- Wellbeing training

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

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description  | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 99%  | 99%  | 99%  |

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

From the end of the previous school year, 73% of staff was retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

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

Table 11: Overall student attendance at this school

| Description  | 2016 | 2017 | 2018 |
|--|------|------|------|
| Overall attendance rate* for students at this school     | 90%  | 92%  | 90%  |
| Attendance rate for Indigenous** students at this school | 90%  | 89%  | 90%  |

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

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

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

| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep       | 89%  | 92%  | 87%  |
| Year 1     | 92%  | 90%  | 90%  |
| Year 2     | 90%  | 90%  | 90%  |
| Year 3     | 90%  | 95%  | 91%  |
| Year 4     | 90%  | 87%  | 90%  |
| Year 5     | 94%  | 91%  | 90%  |
| Year 6     | 86%  | 94%  | 88%  |

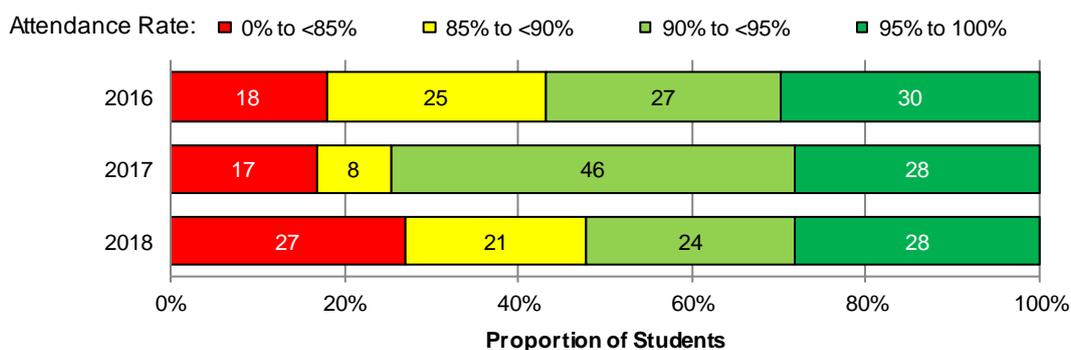
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7     | 96%  | 88%  | 96%  |
| Year 8     | DW   | 96%  | 92%  |
| Year 9     | 95%  |      | 93%  |
| Year 10    | 82%  | 94%  | 77%  |
| Year 11    |      |      |      |
| Year 12    |      |      |      |

Notes:

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

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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.

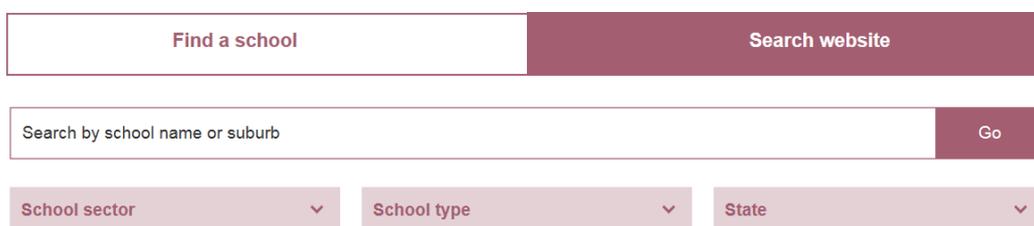
Teachers used OneSchool to mark their rolls twice per day. As parents notified teachers or administration of reasons for absence, the data was then entered in to OneSchool to update attendances and absences. As per the new non-attendance guidelines, all absent students are reported to the office by 9:10 and a follow up telephone call is made by the administration team to parents to ascertain reasons for absence. Parents were reminded weekly through the school newsletter to contact the school regarding student illness or absence and regular articles were placed in the newsletter to encourage attendance or to point out the long term effects of absenteeism. Weekly attendance percentages were celebrated through the newsletter and on the digital sign. 100% attendance and awesome attendance per month was acknowledged on parade with all eligible students being awarded certificates.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

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



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



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



#### Notes:

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

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

## Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

1 student exited from Tambo State School in 2018 and enrolled in a boarding school to continue education in Year 11 and 12.