

## Miriam Vale State School

## Queensland State School Reporting

## 2013 School Annual Report



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| Webpages | Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website. |
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| Contact Person | Mr Craig Hazen Principal |
|----------------|--------------------------|

## Principal's foreword

### Introduction

Queensland schools annually publish meaningful information to parents about student and school performance. This document contains important information about Miriam Vale State Schools during 2013. The document is available on the school website and hard copies are available by request from the school's office. This report outlines some of the activities, achievements and foci of Miriam Vale State School for the 2013 school year. Schools are dynamic, exciting and busy places. This report can only offer a summary of the activities and processes Miriam Vale State School has engaged in.

As part of the wider Miriam Vale community, the school is proud of its long history and values its unique geographical location. Miriam Vale is situated within the significant Baffle Creek water catchments, between two major regional centres (Gladstone and Bundaberg) and is the gateway to the southern Great Barrier Reef. These factors have become integral to the framing of Miriam Vale State School curriculum. It is these factors that provide the context for learning at our school.

The secondary department has been part of Miriam Vale State School since 1967. This part of our school is an independent yet inclusive and contributes to the rich and successful continuity of learning we are able to provide for our students. Students are the focus of our school and as a P-10 campus we are able to work collaboratively across and within all the phases of learning. We recognise the developmental needs of our learners. Our Early Childhood Education (Prep) classes guide and stimulate learning by engaging students' curiosity and sensory information; our Middle Phase of Learning students are challenged to design investigations and analyse and critique information in supportive and collaborative ways; whilst our Junior Middle Schooling students develop a sense of belonging and relationship building in their approach towards high school. Senior Phase of Learning students are engaged in independent learning experiences by ownership and responsibility of individual monitoring and extending their own learning.

### School progress towards its goals in 2013

#### Improvement Items completed in 2013

- ★ Differentiation must be evident in planning documents of all staff
- ★ Developing a framework to monitor explicit goal setting for each individual student with a feedback process to ensure success
  - Feedback should be constructive and provide guidance for students to improve their results (reflected in workbooks and assignments)

#### Continued Practice

- ★ Data collection is consistent across the school and is being utilised to inform teaching directions and the learning program of individual students
- ★ Support services collaborate with staff to enhance teaching and behaviour outcomes

## Our school at a glance

### Explicit Instruction

- ★ Implement I DO, WE DO, YOU DO pedagogy every lesson, every day for all
- ★ KLA's Maximise time on task
- ★ Supporting teacher performance through QELI coaching model
- ★ Strong focus in the Early Phase P-2 on DAILY phonemic awareness, phonics, vocab, fluency and comprehension (grade 3s if needed)
- ★ Whole-school focus on explicit teaching of reading and comprehension
- ★ Professional Development to focus on teacher ownership of student learning and achievement Provide positive reinforcement through assemblies, awards, reward days/events
- Differentiated learning approach
- 1:1 teacher/student feedback

### Junior Secondary Schooling Approach (Initiated in 2013 continued in 2014)

#### Quality Expert Teaching

- ★ We have well defined pathways for high performers with a concrete gifted and talented group to commence in 2013
- ★ High expectations of work standards for all students
  - Moderation of work amongst staff to ensure quality
  - Exemplars for all students
  - High quality feedback to improve performance
- ★ Differentiated learning for our students

#### Student Wellbeing

- ★ Goal setting and aspirations programs whereby students can develop and preserve in pursuit of a dream. This includes strong feedback, set planning and organisation diaries.
- ★ Understanding adolescent characteristics and an increase of character building through Mind Matters programs.
- ★ Teachers mentor each student to ensure sense of belonging. This includes teacher-parent and teacher- student mentoring.

#### Leadership

- ★ Year 7-9 teachers working as a team to enhance student experience in terms of pedagogy, curriculum, and wellbeing.
- ★ Principal and teacher collaboration to influence cross curricular learning and mentoring.

#### Core learning priorities:

- ★ Primary: Teacher developed student profiles; focus (goal setting) for individual performance; targeted support and intervention
- ★ Secondary: Admin developed student profiles (initial set-up); focus for individual performance; targeted support and intervention
- ★ Whole-school planning requirements
- ★ Whole-school intervention processes and procedures

### Future outlook

**Our aim is to continue to improve teacher pedagogy through our implementation of the Australian Curriculum through Explicit Instruction. The sole purpose is to maximise the learning outcomes for each student.**

# Our school at a glance

## Priority 1

Writing

Seven Steps to Writing Implementation

Writing moderation will take place each semester with monthly data collections around writing that aligns with our GRG (Greater Results Guarantee)

Expectations around a whole school approach to Writing will be created in 2014 through Yvana Jones network.

Data collection that is consistent across the school that is utilised to inform teaching directions and the learning program of individual students in Writing.

## Priority 2

Attendance

Rewards programs based on individual, class and cohort attendance.

Parade used as a tool to provide awareness to the community and students about attendance goals. This information is collated by the Principal using the performance dashboard on OneSchool.

Attendance rates for all cohorts and "Everyday Counts" materials will be published in the weekly newsletter.

## Priority 3.

Spelling

Word Their Way Implementation

WTW will be embedded in the primary classroom curriculum and taught every day. Students will use word sorts and other activities to engage the students. Testing will be conducted regularly and moderated amongst the staff. All secondary teacher will implement WTW 15 min every day.

Time allocated spelling focus of WTW will consist of explicit instruction of rules, word sorts and interactive activities.

Develop a Spelling overview that outlines expectations from Prep to Year 10, encompassing the rules and strategies that will be taught.

## Priority 4.

Explicit Instruction

Pedagogical approach to teaching and implementation of I DO, WE DO, YOU DO in all KLA's.

Evidence of Explicit Instruction is planned and taught whilst student monitoring occurs in every lesson.

Supporting teacher performance through PDF and QELI Coaching Model. Compile and analyse formal observations of staff through E.I observation template and conference with teachers regarding their performance.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 10

**Total student enrolments for this school:**

## Our school at a glance

|      | Total | Girls | Boys | Enrolment Continuity<br>(Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 145   | 74    | 71   | 90%                                 |
| 2012 | 148   | 73    | 75   | 92%                                 |
| 2013 | 152   | 77    | 75   | 90%                                 |

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

### Characteristics of the student body:

The school is located within the town Miriam Vale approximately 100kms north of Bundaberg and 70kms south of Gladstone and as a focal point of the wider *Miriam Vale community*, has been in existence for over 111 years. As a *community in itself*, Miriam Vale State School interacts with and participates as a member of sporting, academic, artistic and cultural communities extending to, for example, Bororen, Benaraby, Gladstone and Agnes Water.

The demographic-socio economic data relating to our student body is sourced from the ACARA *MySchool* website for Miriam Vale State School. The Index of Community Socio-Educational Advantage (ICSEA) is constructed using Australian Bureau of Statistics census data: 33% of the Miriam Vale State School student population is identified in the lowest ICSEA quarter; 54 % are identified in the middle two quarters and 13% of the student body is identified in the top quarter.

#### Average Class sizes

| Phase                      | Average Class Size |      |      |
|----------------------------|--------------------|------|------|
|                            | 2011               | 2012 | 2013 |
| Prep – Year 3              | 20                 |      | 17   |
| Year 4 – Year 7 Primary    | 17                 |      | 18   |
| Year 7 Secondary – Year 10 | 12                 | 13   | 14   |
| Year 11 – Year 12          |                    |      |      |

### School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |      |      |
|---------------------------------|--------------------|------|------|
|                                 | 2011               | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 12                 | 8    | 12   |
| Long Suspensions - 6 to 20 days | 0                  | 0    | 0    |
| Exclusions                      | 0                  | 0    | 0    |
| Cancellations of Enrolment      | 0                  | 0    | 0    |

## Curriculum offerings

### Our distinctive curriculum offerings

## Our school at a glance

- Active After School Communities: varied activity programs offered each term for 8 week periods
- Music Enrichment Program, Strings, Recorder Band, Choirs
- Specialist Visual Art lessons P-7
- Wide range of elective subjects offered in secondary/middle phase of learning (Years 8-10), for example Graphics, Drama, Business Studies, ICT
- Community based projects, for example Wetlands Rehabilitation (Years 4-6) Careers-interviews/ Community Volunteers (Years 9-10)
- Music Art Drama (MAD) Nights – community showcase-performance evenings
- Cross curricular Manual Arts and Art
- National Leadership Program (Sydney) – attended by student leaders, supported by local LIONS Club.
- School's swimming pool is used extensively Terms 1 and 4 for variety of water based activities

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### Extra curricula activities

Miriam Vale State School places a strong emphasis on Music and the Performing Arts. Students participate in a variety of school based performances throughout the year. Students in Years 4-10 participate in the school musical that is staged in alternate years, at the Miriam Vale Community Centre.

- Music enrichment program commenced in 2009, and involves approximately 25 students between Years 4 -10.
- An extensive before and after school activities program is offered to all students. Purposes relate to general fitness, gross motor development and specific athletic events, for example cross-country or soccer.
- Inter-school sports program with Mt Larcom State School and Rosedale State School. The Port Curtis Sports Association organises a variety of different sporting competitions, for example mixed netball, softball and soccer.
- Year 10 students prepare for senior schooling by participating in a Work Experience Program, in which opportunities in a range of real-life experiences at various work places such as Veterinary Surgeries, Mechanical Workshops or Hospitality businesses are provided. All secondary students participate in a Careers Program and Year 10 students develop their individual Senior Educational and Training (SET) Plans. Opportunities are taken throughout the year to both induct and orientate our senior students to Years 11 and 12 by visits to Tannum Sands State High School. The professional and cordial collaboration between the staffs and administrations at the two schools ensures our students are easily integrated into their senior years of study.

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

Miriam Vale has 8 interactive white boards throughout the school further highlighting the schools on-going and extensive commitment to providing quality ICT learning opportunities. Additional data ports and power points were also installed in classrooms throughout the school, enabling more flexible access to a variety of machines. ICTs, for example computers, digital cameras, digital microscope, interactive white boards, software and audio recorders etc...are useful and effective tools for learning. Students at Miriam Vale State School learn with and through ICTs but also learn about ICTs – how to access them, apply their functions and capabilities and manipulate them for a variety of educational and real-world purposes.

All primary classes have access to between 6-10 internet capable machines and classroom teachers often take advantage of the resources available in the computer laboratory. Students use these devices to conduct research investigations, interact in virtual classrooms, complete on-line activities and develop presentations to showcase their learning. The interactive white boards are used to screen images, present text of interactive analyses and to demonstrate concepts using a range of technological tools available.

**Secondary students use computers to support their learning – manipulating software protocols, investigating program functions and accessing design elements – for all key learning areas. ICT based elective subjects are also provided, for example Graphics and Information Technology Systems. The interactive white boards are also used throughout secondary classes, dramatically improving the resources available to enhance learning, for example current statistical data, recent research materials, video-based footage and topical news and or current affairs articles**

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### Social climate

## Our school at a glance

In our school we value and actively promote an atmosphere of happiness and caring where children learn to care about each other, to respect different points of view, to understand a sense of team and to feel valued as individuals.

Our multi-age primary structure provides a supportive learning environment, focused on building positive relationships. Students usually spend two years with the same class and very often with the same teacher or teaching team. This enables children to develop strong relationships with peers and teachers while building a sense of family and tradition which fosters excellent communication between home and school.

Our classrooms are often open spaces that are attractive engaging work spaces with flexible furniture arrangements within the classroom.

The older students support and mentor younger students and the curriculum approach utilises cooperative learning emphasising teamwork and social skills. The structures in place at Miriam Vale State School provide a stable, supportive environment for our students.

The relatively small enrolment in our Secondary Department necessitates that aspects of our primary multi-age structure are continued in the secondary years. Given the significance of social relationships and group identity to the adolescent students, this fosters both support and engagement and is regarded as a positive feature of our school.

During morning tea and lunch breaks the Resource Centre, managed and supervised by Mrs Andersen, offers a structured 'play' area that provides children with an alternative to independent and group play. The Secondary Department's computer laboratory is also available at lunch times, so students are freely able to engage with technology in an interactive and supported manner.

Our school's P-10 structure is valued and our secondary students undertake to support and encourage younger students in a range of planned and unplanned school activities.

Miriam Vale State School take a zero tolerance policy towards bullying. We foster healthy relationships through our social emotional programs and regularly educate our students to take a proactive stance to eradicate bullying. Through our Nik Nak theatre group we also address bullying across all the sectors and inform students about the ramifications of being a bully. Lastly we regularly discuss the consequence of bullying in our newsletter and how it aligns with our Responsible Behaviour Plan.

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

Miriam Vale State School values the contributions offered by the parent/caregiver community, the student body and the staff. Together these stake-holders are able to enhance the opportunities provided for all our students by identifying areas of approval and success as well as areas for reflection and focus.

## Our school at a glance

### Performance measure (Nationally agreed items shown\*)

| Percentage of parents/caregivers who agree that:   | 2012 | 2013 |
|--|------|------|
| their child is getting a good education at school (S2016)  | 91%  | 89%  |
| this is a good school (S2035)  | 100% | 100% |
| their child likes being at this school* (S2001)  | 95%  | 95%  |
| their child feels safe at this school* (S2002)   | 95%  | 100% |
| their child's learning needs are being met at this school* (S2003)                                     | 86%  | 85%  |
| their child is making good progress at this school* (S2004)  | 91%  | 90%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 95%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 91%  | 89%  |
| teachers at this school motivate their child to learn* (S2007)   | 95%  | 95%  |
| teachers at this school treat students fairly* (S2008)   | 95%  | 85%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 91%  | 100% |
| this school works with them to support their child's learning* (S2010)                                 | 95%  | 90%  |
| this school takes parents' opinions seriously* (S2011)   | 100% | 90%  |
| student behaviour is well managed at this school* (S2012)  | 86%  | 95%  |
| this school looks for ways to improve* (S2013)   | 100% | 100% |
| this school is well maintained* (S2014)  | 100% | 95%  |

### Performance measure (Nationally agreed items shown\*)

| Percentage of students who agree that:  | 2012 | 2013 |
|---|------|------|
| they are getting a good education at school (S2048)                               | 85%  | 97%  |
| they like being at their school* (S2036)  | 80%  | 88%  |
| they feel safe at their school* (S2037)   | 84%  | 90%  |
| their teachers motivate them to learn* (S2038)                                    | 87%  | 95%  |
| their teachers expect them to do their best* (S2039)                              | 96%  | 98%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 82%  | 95%  |
| teachers treat students fairly at their school* (S2041)                           | 73%  | 78%  |
| they can talk to their teachers about their concerns* (S2042)                     | 70%  | 86%  |
| their school takes students' opinions seriously* (S2043)                          | 74%  | 90%  |
| student behaviour is well managed at their school* (S2044)                        | 68%  | 83%  |
| their school looks for ways to improve* (S2045)                                   | 85%  | 98%  |
| their school is well maintained* (S2046)  | 84%  | 91%  |
| their school gives them opportunities to do interesting things* (S2047)           | 81%  | 90%  |

## Our school at a glance

### Performance measure

| Performance measure  | 2013 |
|--|------|
| Percentage of school staff who agree that:                             |      |
| they enjoy working at their school (S2069)                             | 100% |
| they feel that their school is a safe place in which to work (S2070)   | 100% |
| they receive useful feedback about their work at their school (S2071)  | 86%  |
| students are encouraged to do their best at their school (S2072)       | 100% |
| students are treated fairly at their school (S2073)                    | 100% |
| student behaviour is well managed at their school (S2074)              | 100% |
| staff are well supported at their school (S2075)                       | 100% |
| their school takes staff opinions seriously (S2076)                    | 93%  |
| their school looks for ways to improve (S2077)                         | 100% |
| their school is well maintained (S2078)                                | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% |

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

# 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.



## Our school at a glance

### Involving parents in their child's education

Teachers at Miriam Vale State School work in partnership with parents, the child's first teachers. The importance of communication between home and school is emphasised and parents have many opportunities to be involved in their children's education. These include:

- Informal conversations between classroom teachers and parents/carers as needs arise;
- Parental assistance in classroom where need is identified;
- Parent information nights at the beginning of each year when administration, specialist teachers and class teachers meet with parents;
- Parent teacher interviews held during Term One and Term Three;
- Formal school reports issued at the completion of each semester;
- School newsletter each week;
- A monthly Principal's report to the Parent and Citizen's Association;
- Cultural and/or social events organised by the school community, for example Family Fun Day, MAD Night

### Reducing the school's environmental footprint

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

During 2012 and 2013 a number of initiatives were undertaken to enhance awareness of the school's environmental footprint and develop an action plan relating to lighting, power usage, water consumption and reducing waste generation. Classes in the primary sector of the school audited school practices such as the use of stand-by power, air-conditioning protocols and waste management.

The school is an active participant in community programs such as Green And Healthy Schools; Reef Guardian Schools Program and the Energy Wise Program.

The installation of additional water tanks contributed to the school's on-going commitment to self-sufficiency. The purchase of equipment to recycle and/or reuse some waste products have enabled projects such as worm farms, compost stations and bins specifically for recyclable materials.

|           | Environmental footprint indicators |          |
|-----------|------------------------------------|----------|
|           | Electricity kWh                    | Water kL |
| 2010-2011 | 78,168                             | 446      |
| 2011-2012 | 63,479                             | 490      |
| 2012-2013 | 45,716                             | 713      |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

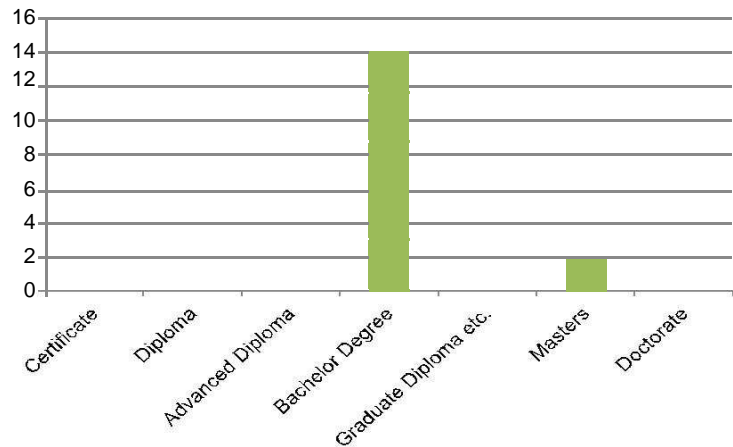
# Our staff profile

## Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts                 | 17               | 11                 | 0                |
| Full-time equivalents      | 14               | 7                  | 0                |

## Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate                 | 0                          |
| Diploma                     | 0                          |
| Advanced Diploma            | 0                          |
| Bachelor Degree             | 15                         |
| Graduate Diploma etc.       | 0                          |
| Masters                     | 2                          |
| Doctorate                   | 0                          |
| <b>Total</b>                | <b>17</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 2013 were \$22 000

The major professional development initiatives are as follows:

- Explicit Instruction – Various Opportunities
- Data Analysis (all staff)

## Our staff profile

- Impact Leadership
- QELI coaching (Principal)
- Writing (K.Apel)
- Autism Institute of Queensland
- Junior Secondary

Miriam Vale State School has a very comprehensive professional learning program for all staff. Our program is planned to provide staff with opportunities to develop their knowledge and skills in areas upon which we are focussed – English, Mathematics, Science and the Australian Curriculum. Professional Development at Miriam Vale SS also includes teachers undertaking personal, school and systemically required professional learning, based on their own identified goals in their individual Developing Performance Plans. The major professional development initiatives are as follows:

Some of the key initiatives undertaken across the school for professional learning included: the teaching of reading comprehension, writing – generic structure, digital technologies- data analysis, developing assessment tools, moderation processes, collaborative planning of curriculum topics, the teaching of science and numerous individual seminars and conferences.

The proportion of the teaching staff involved in professional development activities during 2013 100 %.

| Average staff attendance   | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97%  | 97%  | 98%  |

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

From the end of the previous school year, 85% of staff was retained by the school for the entire 2013 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

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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  | 2011 | 2012 | 2013 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage).    | 90%  | 90%  | 91%  |
| The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%. |      |      |      |

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

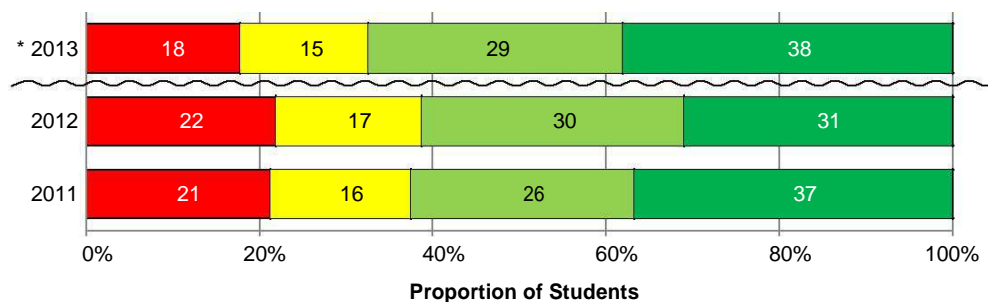
|      | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2011 | 82%    | 92%    | 89%    | 92%    | 89%    | 90%    | 92%    | 93%    | 92%    | 92%     |         |         |
| 2012 | 95%    | 83%    | 92%    | 91%    | 88%    | 88%    | 89%    | 89%    | 91%    | 86%     |         |         |
| 2013 | 93%    | 93%    | 89%    | 87%    | 93%    | 89%    | 88%    | 93%    | 87%    | 91%     |         |         |

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%



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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

## Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-36: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

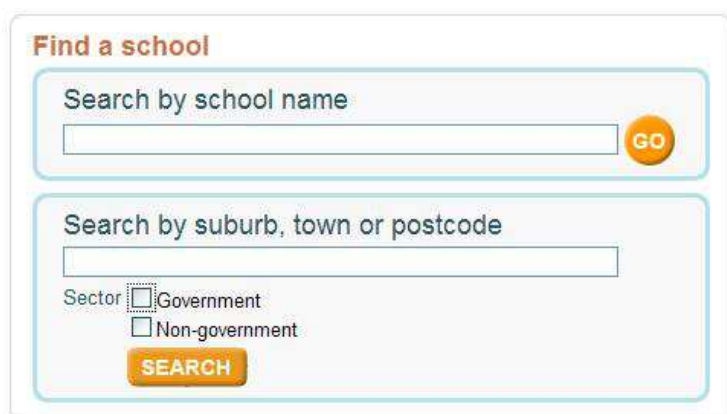
- Attendance awards and cohort competitions
- Follow up with parents and police services
- Encouragement and communication given in newsletter
- Extrinsic Rewards Program

Non-attendance is recognised through daily roll marking which occurs in am and pm sessions. Attendance percentages are tracking by the administration on the OneSchool Performance Dashboard and parents are regularly notified about ongoing trends. If absenteeism is ongoing the school will send letters of communication and notify the appropriate authorities if necessary.

### 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a rectangular orange "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 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

Our current Indigenous attendance rate is higher than our non-attendance with 96.4 %.

In 2013 Miriam Vale SS did not have a gap between Indigenous and Non-Indigenous in NAPLAN performance.

# Performance of our students

## Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

All students at Miriam Vale SS are guided through post schooling options. Each individual student undergoes a Semester review which involves parent meetings to discuss the various pathways available to each individual student with our Guidance Officer and careers advisor Chris Andersen. If there are early leavers then the student and parents are contacted to ensure that the student is engaged in work or further education.