

Mareeba State School

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Mareeba State School is widely recognised within the local community for ensuring that “Everyday in every classroom every child is learning and achieving”. The school, which in 2017 had an average enrolment of 860 students, is the largest State Primary School in the Mareeba and surrounding area.

Through strong partnerships with parents and the broader community, the school has an excellent track record of successfully personalising learning and making a difference for each and every student within an ethnically diverse and inclusive environment.

The school is well resourced to offer a range of academic, sporting and cultural opportunities for students, ensuring a well-rounded education within a safe and supportive environment

## Principal’s Foreword

### Introduction

#### **School Progress towards its goals in 2017**

The Mareeba State School Annual Report outlines the progress of the school in 2017 in the key areas of student, curriculum and staff outcomes.

Mareeba State School staff and community believe that every student can be a high achiever and that every day matters for every student at our school. We set a high expectations agenda that is improvement orientated and we aim to work closely with parents and our community to achieve the best possible results for every child regardless of their background or individual needs. We strive to ensure that every child reaches their potential.

Our school priorities for 2017 included:

1. Capability development of all staff to ensure strong student outcomes;
2. Organisational Effectiveness – the use of effective systems design throughout key systems in the school;
3. Connecting parents and caregivers with their children’s learning;
4. Embedding Positive Behaviour for Learning as a whole school approach.

Through a strong commitment to providing Explicit Instruction aligned to the Australian Curriculum and the embedded use of consolidations (Warm ups) to embed critical content in literacy and numeracy, our school has a proud record of continuing improved performance in relation to student outcomes.

Mareeba State School also has a clear commitment to students’ social and emotional well-being. This is evidenced through the whole school approach to Positive Behaviour for Learning (PBL) that ensures that appropriate behaviours are explicitly taught and rewarded as part of individual classroom and school-wide processes.

The high expectations culture that exists at Mareeba State School is also evident in:



**Student Behaviour:** Our school has a published and P & C endorsed Responsible Behaviour Plan which clearly outlines behaviour expectations and consequences. The Principal's P & C monthly report includes an overview of the school's PBL initiatives and outcomes. Parents are invited to be members of the school PBL Committee.

**Learning:** Differentiated learning opportunities support student success. These occur by means of:-

- in built differentiation in classroom programs which are evident in every lesson, every day (eg Reading Groups, Warm Ups in Literacy and Numeracy);
- extra-curricular opportunities which occur outside of classroom activities (eg Student Reading Cafes, Art Club, Friendship Groups, Footy on the Oval, Futsal at lunch, Greatest Morning Tea, Optiminds, Environmental Group, Peer Supporter Group, Computer Lab).

**Teaching:** Teachers use evidence-based pedagogical approaches (based on the work of Archer, Hughes, Hollingsworth and Ybarra) to maximise student success. This includes the use of:-

- explicit teaching of key concepts;
- warm ups to transfer knowledge from short to long-term memory.

The school also utilizes the services of a consultant, Mr John Fleming, to calibrate school teaching and learning practices against schools across the nation and to provide feedback and input into the school's improvement agenda.

**Attendance:** Mareeba State School promotes the key message that "Everyday Counts!" We have a school target of 95% and we regularly track and monitor our performance in relation to this goal both on a whole school and a class-by-class basis. Student achievement in relation to meeting our school target is regularly celebrated both on weekly school parades and in special celebratory morning teas held each term.

**Uniform:** Students who attend Mareeba State School are encouraged to wear full school uniform on a daily basis.

Mareeba State School delivers a well-rounded education for its students with a commitment to academic, leadership, sporting and cultural activities for students. Students are able to participate in organised events such as Readers' Cup, Student Council, Choir, AUSLAN Group, Instrumental Music and school camps. The school also produces a school musical every two years.

Our NAPLAN and School Opinion Survey data reflects the school's successful outcomes in key areas.

### **Future Outlook**

Our school's priorities for 2018 maintain a sharp and narrow focus on improving student outcomes particularly in relation to literacy and numeracy and science outcomes.

The school has set the following targets for 2018:

- At least 80% of students will achieve a C or above in English, Maths and Science
- Working with community, the percentage of students attending school 85% or less will be reduced to 10%.

In order to achieve these targets the school will remain committed to the following priorities in 2018:

1. Implementing systems to **develop the capability of all staff** including the continued refinement of the school's explicit instruction and consolidation models and continued development of staff capabilities in explicit teaching and differentiation through regular coaching and feedback on the effective delivery of the Australian Curriculum.

2. Focusing on strategies to improve **organisational effectiveness** including the continued refinement of data-based decision making processes and the use of cohort Data Meetings to drive the Response to Intervention approach to improving outcomes for every student through targeted differentiation.
3. **Connecting parents and caregivers with their children's learning** through an ongoing commitment to maintaining clear communication with parents, caregivers and community and providing opportunities for parents and carers to be involved in classrooms and school activities.
4. **Refining Positive Behaviour for Learning** as a whole school approach including the ongoing use of Classroom Profiling as an integral tool in maintaining excellent learning environments.

## 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 2017:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	797	383	414	282	92%
<b>2016</b>	812	380	432	281	94%
<b>2017</b>	863	414	449	321	91%

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### Characteristics of the Student Body

#### Overview

School enrolment continued to grow in 2017. The diversity of the school's population has also continued to increase. At the celebration of Harmony Day this year 24 different nationalities were recognized in the school community. The school has an ICSEA score of 905 and is recognized as operating in a low socio-economic environment. In 2017, 38% of students at Mareeba State School identified as Indigenous students. At the end of the 2017 school year, most Year 6 primary students continued their education at Mareeba State High School. Our school prides itself on building an inclusive culture that respects and values diversity. Approximately 11% of the school's current student population has a verified disability. Our school also caters for the growing number of students from overseas who enrol with English as a Second or Additional Language.

## Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	23	24
Year 4 – Year 6	24	25	26
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Mareeba State School delivers the Australian Curriculum and utilizes the C2C resources to effect this implementation. The school maintains a strong focus on literacy and numeracy to ensure solid foundational learning for all students.

Consistency of curriculum implementation across each year level is important at the school and teachers participate in fortnightly common planning meetings as well as cohort planning days each term to facilitate the delivery of high quality and consistent curriculum.

### Co-curricular Activities

Mareeba State School values a well-rounded education for all students that includes academic, sporting and cultural components.

The school has an active Student Council which promotes student leadership and runs several environmental, school and community projects. School leaders also run the weekly school parades and represent the school at significant community functions such as ANZAC Day.

The school's **classroom music program** is complemented by the **Instrumental Music Program** for students in Years 4-6. The school also has a **school choir** and a **school band** both of which perform regularly at community functions. The **AUSLAN group** regularly supports the choir, signing at school and community events.

**Sport and HPE** are a regular feature in the curriculum. Mareeba State School provides active and supervised **lunchtime activities** every day with student games including indoor soccer, netball and football. The Mareeba District also offers numerous opportunities for students to compete and excel at district and regional levels in a wide range of sports. An Active After-school program also runs each term to provide students with the opportunity to engage in a variety of sporting activities outside of those offered during HPE lessons. In term 4, the school offers a Learn to Swim Program for all students from Prep to Year 6.

The school also participates in the **Readers' Cup** and other curriculum competitions, including **ICAS competitions** and a regional **Spelling Bee**.

The school runs an **annual camp** for Year 6 students as well as a number of **student excursions** across various year levels.

Community involvement is a fundamental aspect of our school. The community participates through the P & C, the biennial **school fete** and the **Fancy Dress Ball** as well as through **NAIDOC Day** celebrations and **Big Day Out** school open day events.

### How Information and Communication Technologies are used to Assist Learning:



A range of electronic devices including computers, iPads and tablets are utilised across our school to assist in the integration of Information Communication Technology throughout our Key Learning Areas. Interactive Whiteboards enhance learning in every classroom. Two computer labs also operate at the school.

Every classroom at Mareeba State School is fitted with a sound field system.

The school has undertaken a wireless upgrade which now sees every classroom wirelessly enabled.

Two specialist teachers also provide regular technology lessons to class groups.

## Social Climate

### Overview

Mareeba State School promotes a School Wide Positive Behaviour system. Students and staff adhere to three expectations: I am safe, I am respectful and I am a learner. The adherence to a school-wide approach to positive behaviour, which is explicitly taught through classroom lessons, ensures a positive and supportive school climate where getting along with others, resilience and quality learning are key priorities.

Mareeba State School has a full time **Guidance Officer** who works across the whole school supporting students and parents and assisting with the running of school programs. The school also has the support of a **School Chaplain** who works with individual students, groups of students and whole classes to provide pastoral care. The chaplain also organises Breakfast Club each Monday.

To help provide a supportive environment, the school offers a comprehensive lunch time activity program. Activities include: art club, computer café, lunch-time sport, games in the library and drama club.

The school also provides emergency lunches, school uniforms and stationery supplies for students in need.

The school actively participates in the National "Bullying – No Way!" Campaign each year. Anti-bullying programs and on-going lessons in combating bullying and building the skills required to maintain respectful relationships and solve problems are used across the school and have contributed to the high satisfaction rating surveyed from parents and students about being happy to come to our school.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	96%	91%	91%
this is a good school (S2035)	96%	91%	94%
their child likes being at this school* (S2001)	96%	94%	91%
their child feels safe at this school* (S2002)	95%	88%	92%
their child's learning needs are being met at this school* (S2003)	96%	88%	88%

Performance measure			
Percentage of parents/caregivers w ho agree# that:	2015	2016	2017
their child is making good progress at this school* (S2004)	95%	91%	91%
teachers at this school expect their child to do his or her best* (S2005)	96%	91%	94%
teachers at this school provide their child w ith useful feedback about his or her school w ork* (S2006)	94%	91%	87%
teachers at this school motivate their child to learn* (S2007)	94%	88%	88%
teachers at this school treat students fairly* (S2008)	93%	91%	90%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	96%
this school w orks with them to support their child's learning* (S2010)	95%	85%	92%
this school takes parents' opinions seriously* (S2011)	94%	87%	91%
student behaviour is w ell managed at this school* (S2012)	84%	75%	83%
this school looks for w ays to improve* (S2013)	96%	88%	89%
this school is w ell maintained* (S2014)	96%	97%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	97%	97%
they like being at their school* (S2036)	97%	97%	95%
they feel safe at their school* (S2037)	94%	95%	97%
their teachers motivate them to learn* (S2038)	98%	99%	96%
their teachers expect them to do their best* (S2039)	100%	100%	98%
their teachers provide them w ith useful feedback about their school w ork* (S2040)	98%	97%	97%
teachers treat students fairly at their school* (S2041)	93%	90%	92%
they can talk to their teachers about their concerns* (S2042)	95%	92%	93%
their school takes students' opinions seriously* (S2043)	98%	93%	92%
student behaviour is w ell managed at their school* (S2044)	85%	86%	89%
their school looks for w ays to improve* (S2045)	98%	99%	97%
their school is w ell maintained* (S2046)	97%	97%	94%
their school gives them opportunities to do interesting things* (S2047)	98%	94%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff w ho agree# that:	2015	2016	2017
they enjoy w orking at their school (S2069)	94%	95%	79%

Performance measure			
Percentage of school staff w ho agree* that:	2015	2016	2017
they feel that their school is a safe place in w hich to w ork (S2070)	97%	100%	79%
they receive useful feedback about their w ork at their school (S2071)	94%	95%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	85%
students are treated fairly at their school (S2073)	94%	91%	73%
student behaviour is w ell managed at their school (S2074)	88%	91%	70%
staff are well supported at their school (S2075)	94%	91%	68%
their school takes staff opinions seriously (S2076)	94%	86%	69%
their school looks for w ays to improve (S2077)	97%	95%	81%
their school is w ell maintained (S2078)	100%	95%	67%
their school gives them opportunities to do interesting things (S2079)	94%	95%	76%

\* 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

Maintaining productive partnerships both with parents and carers and with the broader community is a crucial aspect of our school's approach. The school community prides itself on an active Parents and Citizens Association which meets regularly to support and advise on school operations.

The school maintains a strong commitment to supporting students through each of the transitions they make as they progress through their schooling life. In 2017 our focus on transitioning students into formal schooling took on a new impetus with the establishment of the **Get Set for Prep** program. The school also increased its focus on trying to get to know its new Prep students prior to their first day at school through enrolment interviews and Prep Transition and Orientation events.

Our school also prides itself on hosting various **parent workshops**. In 2017, these again included a **P&C Meet and Greet BBQ** at the start of the year, a **"Day Out in Your School"** event, **parent information nights**, various reading, maths and NAPLAN information workshops. Furthermore, parents are encouraged to help out in classrooms and with our **Student Learning Café** every Tuesday and Thursday morning.

In 2017, the school continued a community engagement project involving Dr George Otero. The aim of the project is to promote the active involvement of families from across the culturally diverse Mareeba community in the school.

Mareeba State School aims to actively involve parents and carers in their child's education. Where educational adjustments are required to assist students with diverse needs to access and fully

participate at school, the school involves parents and carers in a variety of consultation processes. These include:

- Individual Education Program Meetings;
- Individual Curriculum Plan endorsements.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

In particular, this includes the school's approach to the explicit teaching of the skills students require to respond to incidents of bullying or teasing in order to develop their knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

Furthermore, the school's Chaplain and Guidance Officer support regular programs that promote healthy friendship skills and skills that encourage personal resilience.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	103	78	69
Long Suspensions – 11 to 20 days	3	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

Mareeba State School is actively working with students and parents to help reduce our school's environmental footprint. The school also promotes responsible citizenship through the student Environmental Committee.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	398,093	14,728
2015-2016	470,182	23,973
2016-2017	116,592	11,747

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

## School Funding

### School income broken down by funding source

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

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

## Find a school

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Sector:

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SEARCH

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	65	43	5
Full-time Equivalents	60	31	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	10
Bachelor degree	52
Diploma	
Certificate	

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$152 367.86

The major professional development initiatives are as follows:

- Curriculum development aligned to Australian Curriculum
- Coaching and Mentoring
- Teaching of Reading
- Using student learning data to inform teaching programs and strategies
- Explicit Teaching and the utilisation of effective Warm Ups/Consolidations
- Essential Classroom Management Skills
- Profiling
- Supporting students with disabilities

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	84%	83%

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

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

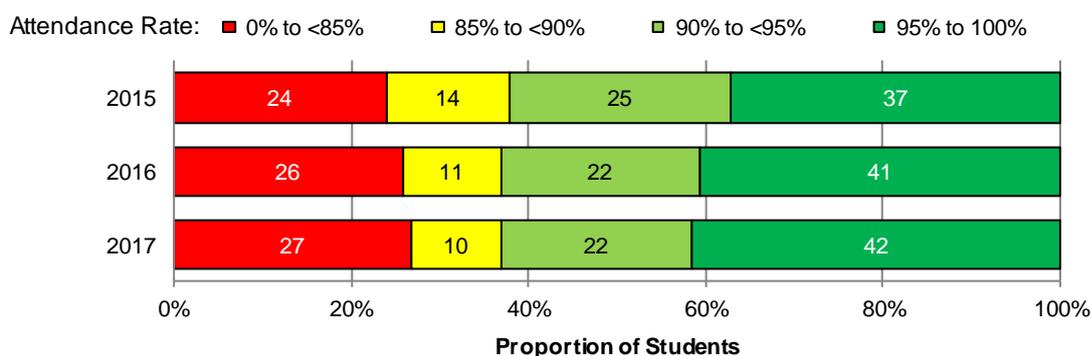
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	89%	88%	90%	88%	91%	90%	90%						
2016	89%	89%	89%	90%	91%	94%	91%						
2017	88%	88%	89%	91%	91%	90%	92%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:



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

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

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Our school actively promotes the message that "Every day counts".

Absences for which a satisfactory reason has been provided are considered explained absences, and the student's enrolment is viewed as continuous. Undertaking a leisure activity such as shopping, visiting friends and relatives, fishing or camping, is encouraged to occur on non-school days such as weekends and holidays.

If there is no explanation from the Parent/Caregiver regarding a student's absence or lateness the school implements the following processes:

- Daily text messages are sent to the parent/caregiver for students who have an unexplained absence.
- Class teachers and the Family Liaison Officer make daily phone calls to parents and carers in cases where a response to the school's text message is not received.
- If a regular pattern of non-attendance is observed by the Principal, Deputy Principal or Family Liaison Officer, a home visit will be made.
- Where there is a continuation of unexplained absences, or absences without satisfactory reasons, parents will be required to attend a meeting with the Principal or Deputy Principal.

to address issues contributing to these absences and to discuss implementation of appropriate strategies and support mechanisms.

- Where unsatisfactory attendance still continues, the Principal or Deputy Principal may commence formal processes associated with Enforcement of Compulsory Schooling and Compulsory Participation as per Education Queensland policy up to and including referral by the Director General for prosecution under the Education (General Provisions) Act.

At Mareeba State School, we are committed to achieving our attendance target of 95% and continually improving and promoting attendance and achievement by:-

- Employing a Family Liaison Officer to facilitate communication between school and families.
- Maintaining an internal school system to manage the referral of frequent absentees or prolonged absenteeism to Family Liaison Officer, Deputy Principal or Principal.
- Case-managing students who are educationally at-risk through attending school less than 85%
- Updating school attendance data on a weekly basis with students at parades and within individual classrooms.
- Monitoring school data to identify patterns and trends across students, families and year levels in order to implement targeted strategies.
- Publishing a school target for attendance and discussing attendance data regularly with all students, parents and the broader community.
- Including regular articles regarding the importance of attendance in the school newsletter
- Working collaboratively with community organisations (eg Wannabe) to promote the message of Everyday Counts and to support families to have their children at school everyday

Rolls are marked twice daily at the commencement of the school day and after the first recess. Text messages for unexplained absences are sent at 9:50am.

The school also has a system for rewarding those students who attend regularly, including the issuing of Attendance Certificates for those classes and students in each year level who achieve 95% attendance and hosting 100% morning teas each term for students who attend school 100% of the term. Classes who meet attendance targets are acknowledged on school assemblies.

## NAPLAN

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

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

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

School 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.

## Conclusion

Mareeba State School staff and the school community remain committed to pursuing a strong improvement agenda that promotes high expectations within an inclusive and supportive environment. In collaboration with parents, families and the broader Mareeba community, the school will continue to strive to meet its targets and provide a quality educational experience to each of the students who attends this school.