



Mareeba State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 1112 Mareeba 4880
Phone	(07) 4092 8100
Fax	(07) 4092 4396
Email	principal@mareebass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Mandy Whybird Principal

School overview

In 2018 Mareeba State School proudly celebrated its 125th birthday. In this significant milestone year, the school continued to be widely recognised within the local community for ensuring that “Everyday in every classroom every child is learning and achieving”. The school, which in 2018 had an average enrolment of 860 students, continued to be the largest State Primary School in the Mareeba and surrounding area.

Through strong partnerships with parents and the broader community, the school maintains 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.

In 2018 we articulated our school vision and values as follows:

Our Vision:

To provide every child with a successful start to their formal education by ensuring that every child in every classroom is learning and achieving.

Our Mission:

Every student achieves a year’s worth of learning gain for a year’s worth of teaching.

Our Values:

- We promote **strong and effective relationships** with each of our partners, including staff, students, parents and carers, other government agencies and the broader school community.
- We foster a **safe, secure and inclusive learning environment** for every student.
- We use **evidence and data** as well as best practice to inform our decision making processes.
- We use **explicit teaching** as a signature pedagogy and a belief in moving student learning from short-term to long-term memory through effective consolidation of learning, with an emphasis on literacy and numeracy.

School Progress towards its goals in 2018

The Mareeba State School Annual Report outlines the progress of the school in 2018 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.

Our school priorities for 2018 included:

1. Capability development of all staff to ensure an inclusive approach to achieving strong student outcomes;
2. Organisational Effectiveness – the use of effective systems design throughout key systems in the school, the implementation of Specific Role Descriptions for all specialist and school purchased positions and the development of annual action plans with a comprehensive Internal School Review held in October;

3. Connecting parents and caregivers with their children’s learning;
4. Maintaining a positive school culture with Positive Behaviour for Learning embedded as a whole school approach.

Through a strong commitment to providing Explicit Instruction aligned to the content descriptors and assessment standards in 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.

Example of improved outcome: Percentage of students achieving C or above:

	2016: Sem 2	2017:Sem 1	2017:Sem 2	2018:Sem 1
English	67%	70%	79%	79%
Maths	74%	76%	82%	84%

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 and a Parent Liaison position on the committee ensures that parents are kept informed of new initiatives and any changes.

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 Regional advisors to support processes such as curriculum development, differentiation and moderation.

The ongoing professional development of our teachers is viewed by the school leadership as a priority. As such, teachers meet to work collaboratively in year level teams for planning days and regular curriculum planning meetings. Teachers also participate in professional development opportunities aligned to the school priorities and their personal professional development plans.

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 reflect the school's successful outcomes in key areas.

Future outlook

Our school's priorities for 2019 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 the upcoming year:

- 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 our targets the school will remain committed to the following priorities in 2019:

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 a collaborative approach that also embeds 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 embedded within cohort planning days 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. The school will also implement a whole school approach to wellbeing and student self-regulation by implementing the Pause Program across the school.

Once again, we look forward to working together with all the members of our school community to achieve great results for each of our students in 2019!

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	812	863	866
Girls	380	414	413
Boys	432	449	453
Indigenous	281	321	336
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

School enrolment continued to grow in 2018. 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 2018, 38% of students at Mareeba State School identified as Indigenous students. At the end of the 2018 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	22
Year 4 – Year 6	25	26	24
Year 7 – Year 10			
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

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 curriculum 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 operated at the school in 2018 with this to be expanded to three in early 2019.

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 digital technology lessons to class groups.

Social climate

Overview

Mareeba State School has embedded 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 and plans are underway to initiate a Bike Bus to enhance student health and well-being and promote regular school attendance.

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 weekly discos.

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

The school actively participated in the National “Bullying – No Way!” Campaign again this 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 in relation to their children feeling safe at school (96%) and students feeling happy to come to our school (98%).

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)	91%	91%	91%
• this is a good school (S2035)	91%	94%	91%
• their child likes being at this school* (S2001)	94%	91%	89%
• their child feels safe at this school* (S2002)	88%	92%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	88%	88%	87%
• their child is making good progress at this school* (S2004)	91%	91%	87%
• teachers at this school expect their child to do his or her best* (S2005)	91%	94%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	87%	91%
• teachers at this school motivate their child to learn* (S2007)	88%	88%	93%
• teachers at this school treat students fairly* (S2008)	91%	90%	87%
• they can talk to their child's teachers about their concerns* (S2009)	100%	96%	93%
• this school works with them to support their child's learning* (S2010)	85%	92%	88%
• this school takes parents' opinions seriously* (S2011)	87%	91%	89%
• student behaviour is well managed at this school* (S2012)	75%	83%	73%
• this school looks for ways to improve* (S2013)	88%	89%	93%
• this school is well maintained* (S2014)	97%	90%	93%

* 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)	97%	97%	97%
• they like being at their school* (S2036)	97%	95%	98%
• they feel safe at their school* (S2037)	95%	97%	94%
• their teachers motivate them to learn* (S2038)	99%	96%	97%
• their teachers expect them to do their best* (S2039)	100%	98%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	91%
• teachers treat students fairly at their school* (S2041)	90%	92%	90%
• they can talk to their teachers about their concerns* (S2042)	92%	93%	91%
• their school takes students' opinions seriously* (S2043)	93%	92%	91%
• student behaviour is well managed at their school* (S2044)	86%	89%	88%
• their school looks for ways to improve* (S2045)	99%	97%	97%
• their school is well maintained* (S2046)	97%	94%	99%

Percentage of students who agree# that:	2016	2017	2018
<ul style="list-style-type: none"> their school gives them opportunities to do interesting things* (S2047) 	94%	95%	97%

* 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
<ul style="list-style-type: none"> they enjoy working at their school (S2069) 	95%	79%	97%
<ul style="list-style-type: none"> they feel that their school is a safe place in which to work (S2070) 	100%	79%	97%
<ul style="list-style-type: none"> they receive useful feedback about their work at their school (S2071) 	95%	77%	91%
<ul style="list-style-type: none"> they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) 	100%	92%	98%
<ul style="list-style-type: none"> students are encouraged to do their best at their school (S2072) 	100%	85%	100%
<ul style="list-style-type: none"> students are treated fairly at their school (S2073) 	91%	73%	98%
<ul style="list-style-type: none"> student behaviour is well managed at their school (S2074) 	91%	70%	91%
<ul style="list-style-type: none"> staff are well supported at their school (S2075) 	91%	68%	94%
<ul style="list-style-type: none"> their school takes staff opinions seriously (S2076) 	86%	69%	88%
<ul style="list-style-type: none"> their school looks for ways to improve (S2077) 	95%	81%	100%
<ul style="list-style-type: none"> their school is well maintained (S2078) 	95%	67%	91%
<ul style="list-style-type: none"> their school gives them opportunities to do interesting things (S2079) 	95%	76%	97%

* 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.

In 2018 Mareeba State School's significant and effective work in this area was acknowledged both at a regional and State level with the school included in the Department's online library of resources for Inclusive Education (<https://mediasite.eq.edu.au/mediasite/Play/cf7c4725add249d1bf1d12bad57ebb841d>) and the University of Queensland's Parent Engagement Research Project. (<https://issr.uq.edu.au/parent-engagement-schools>)

The school maintains a strong commitment to supporting students through each of the transitions they make as they progress through their schooling life. In 2018 our focus on transitioning students into formal schooling continued to gain strength with the continuation of the **Prep for Prep** program. The school also maintained its focus on trying to get to know its new Prep students prior to their first day at school through working closely in a network of early years education providers, undertaking enrolment interviews and Prep Transition and Orientation events.

Our school also prides itself on hosting various **parent workshops**. In 2018, these again included a **P&C Meet and Greet BBQ** at the start of the year, a celebration of cohort Pride Projects through an open day, a **“Day Out in Your School”** event, **parent information nights**, various reading, maths and NAPLAN information workshops. Furthermore, parents were again encouraged to help out in classrooms and with our **Student Learning Café** every Tuesday and Thursday morning.

In 2018, the school partnered with Mareeba State High School to commence a Reconciliation Action Plan. The Plan seeks to include parent and community voices in the effective provision of educational services to our Indigenous community.

Mareeba State School is dedicated to actively involving 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 education 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

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	78	69	99
Long suspensions – 11 to 20 days	0	0	1
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

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.

The addition of the new Prep building in October 2018 has seen an increase in the power demand at the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	470,182	116,592	340,677
Water (kL)	23,973	11,747	21,539

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.

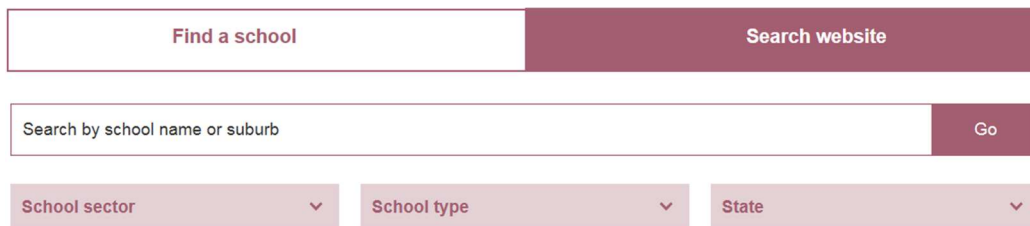
School funding

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](http://www.myschool.edu.au/) 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.



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



School profile NAPLAN Attendance Finances 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.

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	69	51	5
Full-time equivalents	64	35	5

*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	3
Graduate Diploma etc.*	10
Bachelor degree	56
Diploma	0
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 \$134 202.90.

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
- Engaging in sensitive and considered conversations

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.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were 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 Primary schools was 92%.

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%	90%	89%
Attendance rate for Indigenous** students at this school	84%	83%	81%

* 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%	88%	88%
Year 1	89%	88%	88%
Year 2	89%	89%	87%
Year 3	90%	91%	90%
Year 4	91%	91%	88%
Year 5	94%	90%	89%
Year 6	91%	92%	90%

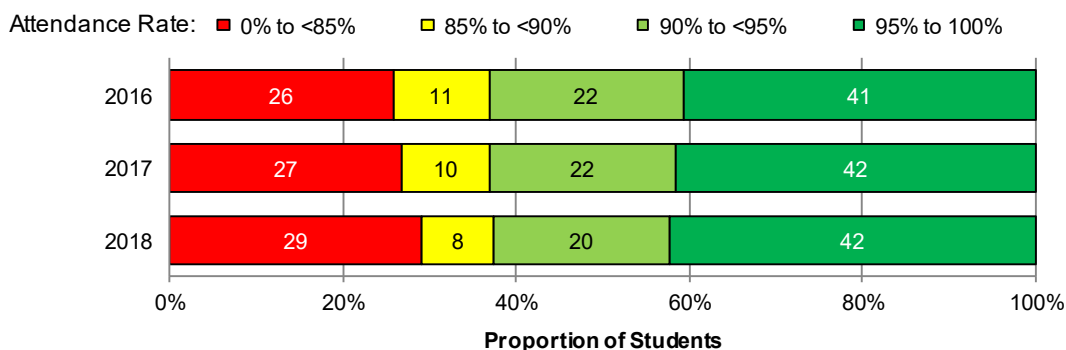
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

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.

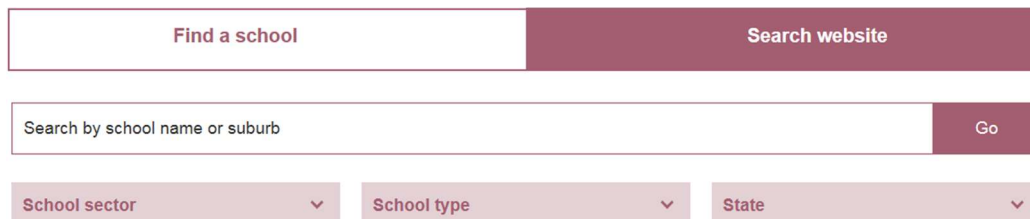
The school also has a system for rewarding those students who attend regularly, including the issuing of Attendance Certificates for those classes and students in each year level who achieve 95% attendance and hosting 100% morning teas each term for students who attend school 100% of the term. Classes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



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.

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.