



Maryborough West State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Russell Hotchin Principal



## From the Principal

### School overview

Maryborough West State School has been proudly serving the community of Maryborough since 1886. Here, we acknowledge excellence in academic, cultural and sporting endeavours as integral to our school culture which strives to support and celebrate success for all students. Our Prep to Year 6 curriculum is continually undergoing change to ensure that the school programs provide the skills, attitudes and processes to equip each child with confidence. The school programs reflect the implementation of Education Queensland Syllabus, Curriculum Guidelines and an alignment with the Queensland Curriculum, Assessment and Reporting (QCAR) Framework. Key Learning Areas, including Japanese, are augmented with Early Intervention strategies and Learning and Special Needs Support. Our Special Education Program is an integral part of the learning environment. Our School is proud of its instrumental and music programs. Choir groups ranging from Year 3 to Year 6 regularly participate in community events and competitions. An extensive camping and excursion program is provided.

### School progress towards its goals in 2018

Maryborough West State School is dedicated to quality teaching and learning and school improvement. By embedding our school's shared vision - Aim High, Always Faithful we are continuing to build school capacity and sustainability by aiming high in all endeavours and always remaining faithful to school, self and others. This is achieved through continuously reflecting on, and striving to improve, curriculum delivery, educational programs, resources and facilities provided to students.

Maryborough West State School in 2018, continued with its Strategic Plan which focused on innovative teaching and learning with committed staff who positively approached the task of improving learning outcomes, by being equipped with the skills required to deliver quality curriculum to produce literate and numerate students engaged in relevant curriculum and learning experiences.

Our three improvement priorities were Reading, Numeracy and Deepening Knowledge of the Australian Curriculum in English. Reading focused on continuing to embed a balanced reading program utilising Sheena Cameron Reading Strategies as a resource to support teachers. Numeracy Professional Development was sought and a diagnostic tracking tool was implemented to monitor student progress and plan for improvement. Pre and post moderation processes were embed to increase knowledge of curriculum expectations and consistency of curriculum delivery.

Productive community engagement with parents/caregivers, students and staff working in partnership to provide an education in a supportive environment continued to be highly valued by our school community. This report provides a picture of our outcomes, strengths and achievements in relation to our school and student performance

### Future outlook

In order to achieve our Maryborough West State School Vision "Aim High, Always Faithful" we provide opportunities for all to learn for the future. The school aims to achieve this purpose by providing quality school programs and opportunities to participate in extra curricula activities, cultural and sporting events.

Students and staff of Maryborough West State School are active members of the school community. The school recognises the importance of working with parents and caregivers to share in the growth, confidence and achievements of students.

Our curriculum is responsive to change and priorities are set each year, so that it remains relevant to the needs of the students, our community and society. Our 2019 improvement agenda will build upon the work



around the teaching of reading in 2018 and deepening knowledge of the Australian Curriculum across all KLA's not just English. Furthermore, our school will transition to Positive Behaviour for Learning (PBL) in 2019 to better manage behaviour and build a positive culture within the school.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Early Childhood - Year 6
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	362	386	365
Girls	184	200	185
Boys	178	186	180
Indigenous	31	44	45
Enrolment continuity (Feb. – Nov.)	88%	93%	93%

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

Our school's students are drawn from many different backgrounds and mid to low socio-economic contexts. Employment downturns within local industries and businesses with reduced employment opportunities in Maryborough, impacted on families with them seeking employment out of the Maryborough area. This has been reflected in our enrolment numbers which have shown a decrease.

Many of our students are from single parent or blended families with some cared for by grandparents, guardians or carers. There is an element of transience within the school population. We do find that generally speaking the number of students leaving at any one point in time is replaced with similar numbers of incoming students.



## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	22	23
Year 4 – Year 6	27	28	26
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

Our school is focused on school improvement, we provide high quality teaching and learning for all students within a developing curriculum framework that ensures our school programs provide the skills, attitudes and processes to equip each child with confidence to reach their full potential. This improvement direction is guided and supported by our school's Curriculum Leadership Team.

School programs reflect the contextualisation of the Australian Curriculum, Assessment and Reporting Authority (ACARA) via the Curriculum into the Classroom (C2C) Whole School Plan to suit our educational setting which is led by the school's Curriculum 6



Leadership Team. Implementation of Curriculum into the Classroom (C2C) occurs in English, Mathematics, Science and History with continued implementation of the remaining curriculum learning areas following the Queensland Curriculum, Assessment and Reporting (QCAR) Framework.

Curriculum learning areas are:-

- English
- Mathematics
- Science
- History
- The Arts
- Health and Physical Education
- LOTE (Language Other Than English)
- Technology

Specialist teachers are appointed for Music, Physical Education and Language Other Than English (LOTE) – Japanese is taught in Years 5 & 6.

Maryborough West caters to students of all abilities and our Special Education and Early Childhood Development Programs are an integral part of our learning environment. These programs offer a range of services for students with disabilities to meet their individual needs at school and prior to school entry. The school's Support Teachers for Literacy and Numeracy (STLaN) offer a range of intervention programs that focus on literacy improvements for students performing below year level expectations. The Special Needs Support Group meets fortnightly to assess STAR (Students Temporarily At Risk) referrals from teaching staff and to coordinate available resources for the benefit of students who need this support. This may be in academic or behavioural areas and also includes students who have disengaged from learning.

Advisory Visiting Teachers and Specialist Support Staff contribute specific programs to assist Maryborough West State School students. Referrals are completed by class teachers or alternatively parents/caregivers are able to access these specialists by contacting their child's teacher or administration. Our school is supported by a Guidance Officer.

Other school programs include:

- Intervention programs in Prep to focus on articulation, phonemic awareness and early reading development and Literacy intervention for students in Years 1 and 2.
- Targeted intervention programs are provided to support students in the Upper 2 Bands of Reading across Years 2, 3, 4 and developmental screening-Brigance for Prep students.
- Reading Eggs Program continued to support student in Prep, and Years 1 and 2.
- Athletics Program continued to support students in Prep to Year 6.
- Soundwaves phonemic program in Prep to Year 3.
- Intervention programs through the Students Temporarily At Risk (STAR) Referral process for oral language is implemented by trained teacher aides, delivering one-on-one support to students in Years 1 to 3 focused on language development.
- Students who are disengaged from their learning have access to support to assist them to re-engage through case conferencing meetings and alternative educational programs.
- Buddy Reading Support Program where middle school students (Years 4 - 7) mentor students in junior school (Prep - Year 3) to improve reading achievement and student self-esteem across the school.
- Our approach to Middle Schooling includes the transdisciplinary nature of our Curriculum Framework, incorporating multiliteracies into programs, utilising ICTs as an authentic learning tool, having critical thinking as a cornerstone of learning and incorporating the teaching of higher order thinking skills into our curriculum.
- Highly successful Transition Programs with Aldridge State High School and Maryborough State High School for students with disabilities in upper primary are in operation.
- In our rapidly changing information society our aim is to produce computer literate and competent students. Technology is a priority, with provisions of infrastructure, hardware, software and computer skills programs across year levels.

## **Co-curricular activities**

Instrumental and music programs. Students can study strings from years 3 to 6 and brass/ woodwind/ percussion from years 5-6. The choir groups include students from Years 1 to 6. Students in Junior and Senior Choirs performed in the Maryborough Eisteddfod. Market Day performances in Maryborough's CBD were also held for the Strings Ensemble and Concert Band. Instrumental Music students participated in



Beginners and Non – Beginners Workshops performing in afternoon and evening concerts to show case the skills they had learnt during these workshops to parents and caregivers.

- Students participate in competitions from the NSW University – “International Competitions and Assessments for Schools” (ICAS) in English, Mathematics and Science.
- A range of extra curricula activities to enhance opportunities for students in Years 5 and 6 are organised throughout the school year in partnership with Aldridge State High School and Maryborough State High School. These include: Enrichment, Sporting, Instrumental Music and Transition Programs. Visits also occur from principals, representative staff and students talk with Year 6 students about their secondary education. Aldridge State High School Orchestra visited West to perform and have our Instrumental Music students join them in the performance to promote the continuation of this program when students move to High School.
- Camping and excursion programs related to curriculum work units, specific learning outcomes and leadership development is provided.
- Students engaged in School, Interschool and Recreational Sporting activities and competitions. Many students represented at zone, region, state and national levels of competition.

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

At Maryborough West State School we believe that students need to be comfortable, competent, confident and critical in their use of ICT as a tool for learning with positive outcomes for their future role in the workforce, their recreation pursuits and from society as a whole. To achieve this, we provide students with ready access to ICT resources; include ICTs as an authentic part of the learning process and ensure staff members receive adequate training to enable them to assist students in this area.

ICTs are embedded into all parts of the curriculum. We believe children's learning is enhanced when digital technologies are integrated across the curriculum. They allow children to access and manipulate information as well as develop creative skills as they make movies and images utilising our green screen technology, web pages and digital presentations. Classes have access to digital cameras, videos cameras and media technology that allows them to create quality assessment items when required. Our school's Teaching and Learning Centre hosts a mini computer lab which is accessed by all classes to research information related to year level integrated units of work and to progress students' computer skills from Prep to Year 7. Middle school classrooms are equipped with hubs of 6 computers for students to access during classroom lessons. Each Junior school classroom is resourced with networked computer access.

Our Library complex includes an ICT/Technology Centre. This centre's capacity hosts a full size computer lab with access to wireless technology. The P&C Association actively supports the purchase and development of our ICT program through ongoing donations. Three teachers hold their Pedagogical Licences.

As part of our planning and budgeting process, the school's Technology Committee works as a team to formulate and implement the school's ICT eLearning Plan. This enabled the Technology Committee to utilise funding to purchase infrastructure, hardware, software and provide the necessary training to staff members to skill them in this area.

## Social climate

### Overview

To provide a positive school climate we offer the following support programs through pastoral care, school-based initiatives and accessing other community services:

- Religious Instruction for students in Year 1 to Year 6
- School Chaplaincy Service and Breakfast Club
- Peer Mentoring Program – Year 6 students as Peer Mediators support other students during lunchtime playground activities.
- Student Council representation from Years 3-6
- Sporting Houses – Gordon, Lawson, Kendall, Paterson
- Terrific Lunch Club (TLC) provides an alternative play setting for students who are not comfortable in the mainstream areas.



- Maryborough West State School is a SunSmart School. This policy has been developed in consultation with our school community and is consistent with our school's caring ethos as it attempts to ensure that our children enjoy life without the consequences of skin cancer.
- P & C Discos – end of each term students' achievements and attendance celebrated
- Participation by school leaders and student council representatives at the ANZAC Day march and service and Remembrance Day Commemoration organised by the Maryborough RSL. School and Vice School Captains lay wreaths at these services on the school's behalf.
- "Adopt-A-Cop" Program
- Fire Safety Education Programs

## 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)	88%	100%	93%
• this is a good school (S2035)	81%	100%	93%
• their child likes being at this school* (S2001)	100%	100%	93%
• their child feels safe at this school* (S2002)	88%	100%	93%
• their child's learning needs are being met at this school* (S2003)	88%	100%	93%
• their child is making good progress at this school* (S2004)	88%	100%	80%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	100%	93%
• teachers at this school motivate their child to learn* (S2007)	82%	100%	93%
• teachers at this school treat students fairly* (S2008)	76%	100%	71%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	87%
• this school works with them to support their child's learning* (S2010)	65%	100%	93%
• this school takes parents' opinions seriously* (S2011)	65%	91%	85%
• student behaviour is well managed at this school* (S2012)	71%	100%	80%
• this school looks for ways to improve* (S2013)	76%	100%	93%
• this school is well maintained* (S2014)	100%	100%	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)	95%	96%	97%
• they like being at their school* (S2036)	97%	90%	93%
• they feel safe at their school* (S2037)	94%	88%	85%
• their teachers motivate them to learn* (S2038)	99%	95%	97%
• their teachers expect them to do their best* (S2039)	100%	98%	95%
• their teachers provide them with useful feedback about their school work*	94%	93%	93%



Percentage of students who agree# that:	2016	2017	2018
(S2040)			
• teachers treat students fairly at their school* (S2041)	93%	88%	86%
• they can talk to their teachers about their concerns* (S2042)	81%	87%	88%
• their school takes students' opinions seriously* (S2043)	84%	87%	81%
• student behaviour is well managed at their school* (S2044)	86%	75%	74%
• their school looks for ways to improve* (S2045)	98%	94%	95%
• their school is well maintained* (S2046)	96%	92%	91%
• their school gives them opportunities to do interesting things* (S2047)	94%	96%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	87%	87%
• they feel that their school is a safe place in which to work (S2070)	97%	77%	87%
• they receive useful feedback about their work at their school (S2071)	93%	77%	74%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	90%
• students are encouraged to do their best at their school (S2072)	100%	100%	94%
• students are treated fairly at their school (S2073)	100%	93%	94%
• student behaviour is well managed at their school (S2074)	89%	90%	77%
• staff are well supported at their school (S2075)	89%	76%	63%
• their school takes staff opinions seriously (S2076)	93%	79%	73%
• their school looks for ways to improve (S2077)	97%	93%	84%
• their school is well maintained (S2078)	86%	87%	77%
• their school gives them opportunities to do interesting things (S2079)	92%	73%	77%

\* 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

At Maryborough West, the partnerships formed within our school and with our school families is supported and appreciated by staff. We value meaningful involvement of all families within the school and work hard to build successful partnerships.

An active Parents and Citizens Association operates across our school campus participating in shared decision making processes and initiating fundraising projects. All parents/caregivers are welcome to attend meetings and to take an interest in our school.

At West we focus on:

- Family Partnerships
- Membership of the Parents' and Citizens' Association
- Parent Information afternoons for families to provide information to them for the upcoming year
- Information sharing sessions for example Orientation Day for new Prep students



- Weekly Newsletters and School Website Information
- Displays in classrooms, the Library and in the office foyer
- Participation in the Fraser Coast Show through our show display in the Schoolwork Section and show entries in classroom art works.
- Parent volunteers working in classrooms assisting with literacy, numeracy, technology, science, art activities
- Parent involvement with home reading, homework tasks and school projects –Competitions, Book Club, Book Fairs
- Regular parent communication through class newsletters, communication books, informal interviews and emails
- Parent/Teacher Interviews
- Learning celebrations and culminating events planned as part of work units
- Involving families in extra-curricular activities – camps and excursions; choir/strings/band and instrumental music programs through Music Night Concerts, Music Awareness Week and performances in the local community; sporting activities and representative sporting events such as whole school Cross Country, Sports Day and Championship Week.

## Respectful relationships education programs

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

Maryborough West practices a “zero tolerance” to bullying of any kind, physical, social, verbal, sexual or psychological, in line with Education Queensland policy and the provisions of the Student Protection Act. Our School Community endorses a Behaviour 10 Code that is grounded in the principles of Safety, Effort, Respect and Self-Responsibility. Bullying behaviour is in violation of this code, and as such cannot be tolerated.

Proactive measures in place to minimise bullying at Maryborough West include class participation in social skilling programs, explicit class/group/individual discussion and explanation of the school Behaviour Code, and information sharing in various forums (school assemblies, newsletters).

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

## 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	59	100	98
Long suspensions – 11 to 20 days	1	1	0
Exclusions	1	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

At Maryborough West State School we endeavour to reduce our environmental footprint across our school setting in the following ways:

- Staff and student induction to turn off non-essential power when not required e.g. Turn off lights, fans and technology hardware at the end of each school day, coming into weekends and at the end of each term leading into the vacation periods.
- T5 lights have been installed into all school buildings and classrooms.
- Installation of solar panels with full completion achieved in 2013 through the National Solar Program.
- Water Tanks have been installed across the school setting.
- Water saving devices are on all external taps with sensors placed into male toilets.
- Recycling of materials is taken seriously at our school. We recycle toner cartridges, recycle bins are used throughout the school setting, cardboard, paper and shredded paper is recycled from the school



office, printery and classrooms and recyclable paper products are given priority purchase. Student Council supplied small recycling bins to each classroom to help with the recycling of paper from each year level.

- Tree/garden trimmings are separated into green waste skips to be recycled through mulching.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	131,437	70,722	108,646
Water (kL)	4,432	495	1,116

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 <http://www.myschool.edu.au>.

#### 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

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.



## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	31	22	<5
Full-time equivalents	28	13	<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	1
Graduate Diploma etc.*	0
Bachelor degree	22
Diploma	13
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 \$25 000

The major professional development initiatives are as follows:

- Numeracy
- English planning – Deepening Knowledge of the Australian Curriculum
- Sound Waves
- Reboot
- First Aid and CPR Training



- Code of conduct and Mandatory Training
- NAPLAN Online Training
- Work Place Health and Safety

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.	95%	95%	94%

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

From the end of the previous school year, 86% 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	92%	92%	92%
Attendance rate for Indigenous** students at this school	86%	91%	88%

\* 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	92%	94%	93%
Year 1	93%	91%	92%
Year 2	93%	92%	90%
Year 3	90%	93%	93%
Year 4	92%	91%	93%
Year 5	93%	93%	91%
Year 6	91%	91%	92%

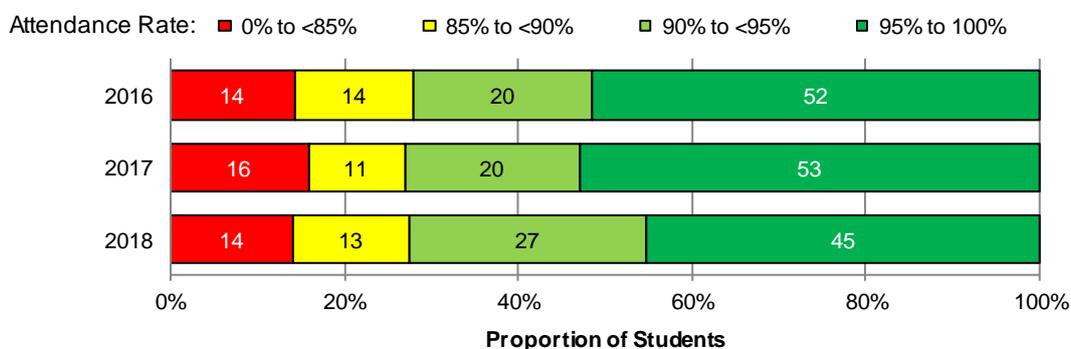
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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

**Student Absences** – Every Day Counts. Parental attitudes to education are crucial to school attendance and achievement. We must work together to achieve the best possible outcomes for your child. Poor attendance puts students at risk of not achieving their educational, social or psychological potential. A good education is a valuable resource in a child's life as it is an investment in their future.

What will Maryborough West State School do:

- Mark electronic rolls at school to see who is there
- Let you know if your child is not at school through text message system
- Ask you why your child isn't at school
- Teach them every day
- Help you to get your child to go to school.

**Support families** – if you are facing difficulties getting your child to school please keep the school informed as we can provide support in these situations or if your child is missing school without you knowing, contact the school.

## Roll Marking Procedures



Electronic Rolls are marked each morning at 9.00am and again after 12.00 noon through IDAttend. Absence data was checked by Administration Officers daily.

### Attendance Requirement Procedures if not met by students -

After checking absences each Wednesday and Friday, Administration Officers inform the Principal of absenteeism. Resolution was addressed through both informal and formal approaches with parents/caregivers:

- Phone calls from the Principal and Administration
- OneSchool generated Student Absence Letter that is posted home
- Principal sends letter to parents, invitation to discuss situation (Form 4: Failure to ensure attendance notice)

## 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.

