Introduction

Maryborough West State School is committed to ensuring that it continues to build school capacity and sustain ability by aiming high in all endeavours and always remaining faithful to school, self and others. As part of this commitment we are continuously reflecting on, and striving to improve, the services we provide to students.

The 2011 school direction was established through our Strategic Plan 2011-2014. This plan outlined what the school community determined as key strategic directions to be achieved over this period of time. It ensures that all other plans and activities in the school are focused on achieving their strategic and sustainable goals of innovative teaching and learning, student success and wellbeing and productive community engagement.

2011 was the 125th anniversary of the opening of Maryborough West State School, Newtown School. While many things have changed significantly over this period of time, the school maintains its core business of providing a safe and supportive environment in which the learning, physical, social and emotional needs of students are met. The school looks forward to a strong future of continuing to fulfil this role where providing students with a quality education is assured.

During 2011 our school was given significant opportunities to do just that with our entry into the Showcase Awards for Excellence in Schools initiative and the opening of the school’s Building Education Revolution (BER) projects.

The school submitted two entries from the 2010 curriculum programs covered by Year 4 students in the categories of Showcase Award for Excellence in Inclusive Education with “The Romans are Coming” and Showcase Award for Excellence in Innovation – “AVTOM” (A Virtual Tour of Maryborough).

During State Education Week the above curriculum programs were on display for our wider community to view at school for “The Romans are Coming” with the “AVTOM” programs being viewed at the Maryborough Fraser Island Visitor Information Centre, City Hall. The Chronicle Newspaper ran a feature article to promote and advertise these programs and display times.

At the North Coast Regional Awards, Maryborough West State School was recognised as a regional winner in both categories with each award comprising of a $1000 development grant and the nomination for these submissions to be entered for consideration as state finalists. We were not successful at the Showcase State Finalists Awards; however, we congratulate our 2010 Year 4 students and teachers for their fine efforts in reaching this level of recognition.

On Thursday 9 June Senator John Hogg officially opened the school’s Building Education Revolution (BER) projects – the Library/Technology Centre, Covered Outdoor Learning Area and Sports Complex. The ceremony showcased the quality facilities we now have to support the delivery of our educational programs.

This report provides a picture of our outcomes, strengths and achievements in relation to our school and student performance.
## Strategic Direction

### Innovative Teaching and Learning

- Utilisation of the Teaching and Learning Audit Recommendations and Set of Actions guided by School Improvement Framework and Curriculum Leadership Team Structure to focus on the following identified audit elements:
  - An Explicit Improvement Agenda

### Systematic Curriculum Delivery

### Analysis and Discussion of Data

This audit element underpinned the school’s capacity to effectively analyse achievement data with a view to continuous improvement in outcomes and was a parallel priority area of development in 2011.

## Achievements

### School Performance

- Teaching and Learning Audit
- Curriculum, Teaching and Learning Implementation of ACARA
- NAPLAN – Literacy and Numeracy
- Targets were established through the development of the 2011 Assessment Tools and Year Level Benchmarks document.
- An established shared vision was clearly articulated. Further work to formulate an agreed approach to pedagogy continues to be developed.
- Increased focus to allow professional dialogue was achieved by planning specific meetings around curriculum (spelling, reading, numeracy, ICTs) by changing meeting structures and highlighting these meetings on the school calendar which were led by the Literacy Coach, STLaN, Principal Project Officers – QCAR and the expertise of teaching staff.
- Hierarchy of Leadership in place with regular, planned meetings that increased in frequency as a priority to continue to move our improvement agenda forward at a strategic level.
- The School Curriculum Plan was implemented.
- English, Mathematics and Science Programs were developed, implemented and reviewed with refinement of programs being achieved. These school curriculum programs were designed through the work and expertise of established Curriculum Coordinators during Semester 2 2010 from Junior School (P-3) and Middle School (4-7).
- The role of Curriculum Coordinator was established in 2011 through a fractional staffing review to continue the provision of curriculum leadership in planning quality curriculum programs that demonstrated consistency and cohesion across our P-7 campus where teams of professional learners meet to plan, engage in professional dialogue and share best practice. This role is highly valued as part of our Curriculum Leadership Team Structure and has provided the improvement direction in achieving consistent, quality curriculum programs and the engagement of year level teams in professional conversations.
- Use of text books, sheet work and black-line masters through the school was reviewed with a reduction in utilisation of these resources. A resourcing model that uses digital resources, other resourcing materials and equipment to support improved pedagogical practices has been implemented as part of the budget allocation of resources process for 2012.
- Curriculum Leadership Team led data-driven conversations with staff at a school level during Student-Free Days, Staff and Curriculum Year Level Meetings to identify trends and address achievement needs.
- School assessment tools were evaluated and
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT
Queensland State School Reporting – 2011
Maryborough West State School (0485)

More purposeful profiling tools were developed to provide data that informed teaching and learning practice and supported students’ learning needs. A newly designed individual Student Portfolio that transitions through each year level holds this data.

- Literacy Coach led PAT-R data analysis discussions with Curriculum Leadership Team and Year 3, 5, 7 teachers who were released from class to review this achievement data, identify areas of students’ learning needs and develop strategies to meet these needs using both NAPLAN and PAT-R data sets.

- STLaN conducted a variety of data-driven collection activities in the following ways to achieve improved student outcomes:
  - utilised spelling data from “Words Their Way” in collaboration with Year 1 teachers to focus on spelling activities at students’ achievement levels.
  - class testing of Prep students provided data to determine intervention groups to engage in “The Synthetic Phonics Program”.
  - English Rating Standards from Progress Report Cards – Semester 1, 2011 were used to differentiate reading instruction in Year 2 classes.
  - Implemented daily activities in collaboration with the Year 4 class teacher focusing on grammar and punctuation for a term using the analysis of NAPLAN 2010 – Year 3 data with improvement being achieved.

- Continued participation in the Literacy and Numeracy Partnership School Program – Literacy Focus.
- Implementation of Literacy National Partnership School Action Plan 2011

- This implementation was achieved with the Action Plan being reviewed at March, June and December with updated targets that showed improved progress in a number of areas.

- This partnership program has driven significant improvement in student learning outcomes. Acknowledgement was also received in a letter from the Premier Anna Bligh and the Education Minister Cameron Dick, commending our school on a significant improvement in our results in the 2011 NAPLAN Testing Program.

- Literacy Coach appointed for 3 days a week.

- Student Success and Wellbeing

  - Monitor performance in literacy and numeracy of Indigenous students through Teacher Aide assistance (employment funded from Closing the Gap Indigenous Education Grant) to implement data-driven literacy and numeracy programs for students at risk.

  - Continued implementation of Maryborough Cluster Attendance Strategy (Every Day Counts) to reduce time away from school and maximize student learning.

  - Work together with Kahwun Wooga and the Maryborough Indigenous Community Elders and Leaders Group to establish an “Adopt-an-Elder” program for each school within the cluster.

- Closing the Gap

  - Data indicated that overall our Indigenous students have shown improvement in performance in reading and numeracy.

  - Performance indicates that the gap between Indigenous and non-Indigenous attendance rates has been closed – 0%.

  - We are proud to have Auntie Phyllis Klupp as Maryborough West’s “Adopt-an-Elder”.

2011 School Annual Report

Queensland Government
**Productive Community Engagement**

- Active and planned marketing of school’s new directions and achievements and symbolically reflecting this throughout the school community.
- School re-badged with school’s shared vision “Aim High, Always Faithful” prominently displayed and supported by school’s behavioural expectations “The Faithful Four” across our P-7 campus. Media coverage was strategically utilised through an increase in budgetary allocation to promote Maryborough West’s achievements and the school was actively positioned to organise and host activities and events within the Maryborough Cluster of Schools for students and staff to showcase the implementation of these new directions.
- Enhance budget processes in partnership with Parents and Citizens Association to address facility and resource provisions aligned with identified priorities.
- The P & C Association identified the area of Technology as a priority and moved that a budget of $10,000 be allocated to purchase ten laptop computers for class use. These laptops have been utilised by a number of classes across our P-7 campus.
- School Audit by Principal Internal Auditor (North Coast Region)

**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.

The students and staff members of Maryborough West State School are active members of our school community. The school recognises the importance of working with parents and caregivers to achieve positive outcomes for our 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. This is supported by our:

<table>
<thead>
<tr>
<th>STRATEGIC DIRECTIONS (2011-2014) from Quadrennial review</th>
<th>2012 PRIORITIES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovative Teaching and Learning</td>
<td>Improvement Agenda – Reading.</td>
</tr>
<tr>
<td></td>
<td>Implementation of ACARA via C2C</td>
</tr>
<tr>
<td></td>
<td>Facilitated improvement - Numeracy / Grammar &amp; Punctuation in Year 5 and Writing in Year 7.</td>
</tr>
<tr>
<td></td>
<td>Implementation of Closing the Gap Strategy.</td>
</tr>
<tr>
<td></td>
<td>Utilisation of the Teaching and Learning Audit Recommendations and Set of Actions guided by School Improvement Framework and Curriculum Leadership Team Structure to focus on the following identified audit elements: - A Culture That Promotes Learning</td>
</tr>
<tr>
<td></td>
<td>Literacy National Partnership School – continue implementation of school action plan.</td>
</tr>
<tr>
<td></td>
<td>Enhance budget processes to address curriculum delivery priorities and support the acquisition and dissemination of professional knowledge.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Success and Wellbeing</th>
<th>Utilisation of Teaching and Learning Audit Recommendations and Set of Actions for Differentiated Classroom Learning with a focus on improvement and identification of students in Upper 2 Bands.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Development and integration of ICTs across the curriculum.</td>
</tr>
<tr>
<td></td>
<td>Enhance students’ access to ICTs across all curriculum areas.</td>
</tr>
<tr>
<td></td>
<td>Continued Implementation of Maryborough Cluster Attendance Strategy.</td>
</tr>
</tbody>
</table>
Productive Community Engagement

- Parents/Caregivers, students and staff work in partnership to provide education in a supportive environment, facilities are symbolic of the high quality of education which we provide.

- Consistent implementation of the Responsible Behaviour Plan for Students and the strategies which underpin it:
  - Raise and articulate the standards expected of students.
  - Enhance student “ownership” of behaviour and teacher “ownership” of behaviour management.
  - Clear communication about plan to parents/caregivers.

- Enhance budget processes in partnership with Parents and Citizens Association to address facility and resource provisions aligned with identified priorities.

SUSTAINABILITY PRIORITIES

- That there is a high level of alignment between the values, beliefs and attitudes about life and learning held by the school and members of its community.

- That the school strategically positions itself for enduring success by skilfully balancing strategies that have succeeded over time with new strategies that take account of changing circumstances.

- The school community invests in innovation so that it becomes an “incubator” of new ideas and new practices.

Throughout 2012 our school continues to participate in the Literacy and Numeracy National Partnership School Program with a focus on Literacy, supported by the appointment of a Literacy Coach to our school for three days a week. Reference on school’s website: Literacy and Numeracy National Partnership School Action Plan 2012.

Our Responsible Behaviour Plan for Students (2009-2012) is designed to ensure that both appropriate and inappropriate behaviours are handled consistently and fairly. Behaviour is handled in a way which builds on positive relationships, self-control and team work. Behaviour Management strategies are based on the most current research available so that a supportive and cooperative environment is developed and maintained. Also outlined in this plan is our school’s Bullying Policy (including Cyber-Bullying).

Our vision is, underpinned by our school expectations “The Faithful Four” – Safety – Think safe, Act safe, Be safe; Effort – Give it your best shot!, Give your best, Achieve your best, Celebrate success; Respect – Be kind, consider others and yourself; Self-Responsibility – Believe in yourself, Come prepared to learn, as the cornerstones of working and learning together.

Recognition of student achievements and rewards are through our weekly assemblies for students in Prep to Year 3 and Years 4 to 7, the West Weekly newsletter, happygrams, “gotcha” cards, individual classroom / year level systems and positive behaviour reports in One School.

This outlook will assist our students to be global citizens and valuable community members who have every opportunity to reach their potential.
Our school at a glance

School Profile

Record:
- Coeducational or single sex: Coeducational
- Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>546</td>
<td>268</td>
<td>278</td>
<td>93%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Total school enrolment for 2011 was 564 students which include 546 students from Prep – Year 7 and 18 children enrolled in the school’s Early Childhood Development Program.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student who are Australian born and of European descent</td>
<td>97%</td>
</tr>
<tr>
<td>Students are second and third generation attendees</td>
<td>30%</td>
</tr>
<tr>
<td>Student Indigenous Population</td>
<td>7%</td>
</tr>
<tr>
<td>Students who have English as a second language</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

Our school’s students are drawn from many different backgrounds and mid to low socio-economic contexts. Employment downturns within local industries and 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.

The number of students going through the Education Adjustment Program (EAP) process has significantly increased over the last three years.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>20.6</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.4</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>23</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>47</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings
Our distinctive curriculum offerings:

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 Structure.

School programs reflect the implementation of the Queensland Curriculum, Assessment and Reporting (QCAR) Framework with alignment to the National Curriculum in English, Mathematics and Science.

Curriculum learning areas are:-

- English
- Mathematics
- Science
- SOSE (Studies of Society and the Environment)
- The Arts
- Health and Physical Education
- LOTE (Language Other Than English)
- Technology

Specialist teachers are appointed for Music, Physical Education, Language Other Than English (LOTE) – Japanese is taught in Years 6 and 7.

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. Also offered to students is a range of Intervention programs and Learning and Special Needs support by our Support Teachers Literacy and Numeracy. 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 the academic or behavioural areas, and also includes students who have disengaged from learning.

Visiting Teachers and Support Staff contribute specific programs which help Maryborough West State School students. Parents/Caregivers are able to access these specialists through a referral process by contacting their child’s teacher. Our Guidance Officer is on site 5 days per fortnight.

Other school programs include:

- The Early Literacy Foundations (ELF) Program assists students in Year 1 who are struggling with reading development.
- The Ready Reader Volunteer Program conducted across our Year 1 and 2 classes by four trained volunteers who assisted individual children with their reading, engaging with them to build their confidence and enjoyment in books and the art of reading.
- The Tap into Speech and Support-a-Talker Programs assist Prep and Year 1 to 3 students with specific language development.
- A Perceptual Motor Program is designed for students in Prep and Year 1. This program develops coordination motor skills and ultimately supports literacy and numeracy learning, due to the links between motor skills and cognitive development.
- Students who are struggling with their learning have access to support and programs to assist them. These include meetings for case conferencing and alternative educational programs.
- A 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.
- A highly successful Transition Program for Students with Special Needs from Year 7 to Year 8 with Aldridge State High School and Maryborough State High School.
- Year 7 students with Learning Difficulties are also supported with their move to Year 8 through a specifically designed Transition Program with Aldridge State High School.
- 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 various year levels. Robotics which was apart of our Year 5 and 7 Technology programs.
- A Bike Education Program is conducted for Year 4 students. This program involves sessions of instructions in bicycle safety at school and at the Safe Cycling Track in Woodstock Street as well as videos and bicycle inspections.
Extra curricula activities

- Instrumental and music programs. Students can study strings from years 3 to 7 and brass/woodwind/percussion from years 5-7. The choir groups include students from years 3 to 7. Students in Junior and Senior Choirs participated in the Maryborough Eisteddfod. The Strings Ensemble received a Gold Award with the Concert Band receiving a Silver Award at their performances in the Maryborough Music Festival. Other performances were held by the Strings Ensemble and Concert Band at Station Square Shopping Centre in Maryborough. Instrumental Music students participated in Beginners and Non-Beginners Workshops performing in afternoon and evening concerts to showcase 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, Writing, Mathematics and Science.
- Students are given opportunities to enter various competitions either as a class group or as individuals. These include the Courier Mail Spelling Bee Competition, Write 4 Fun Competition and the Mary Poppins Literacy and Art Awards.
- Continued involvement with Local Government activities.
- A range of extra curricula activities to enhance opportunities for students are organised throughout the school year in partnership with Aldridge State High School and Maryborough State High School. These include: Enrichment Programs, Recreational Sports activity – boating and Transition Programs.
- Maryborough Cluster of Schools Reconciliation Day Ceremony. This ceremony was hosted and co-organised by Maryborough West State School in 2011.
- Involvement in Cluster Gifted and Talented programs.
- Students participate in the Maryborough Technology Challenge – Robotics competition.
- Through LOTE a lunch time, Japanese Club is a popular activity for students each week. Students also participated in the annual Japanese Speech Competition held at school. Japanese Bandana Day was successfully held by the students in Years 6 and 7 as a fundraising activity to support the Japan and Pacific Disaster Appeal.
- An extensive camping and excursion program 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.
- Educational touring programs and performances.
Our school at a glance

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.

Through the Building Education Revolution Initiative our new Library complex also included an ICT/Technology Centre. This centre’s capacity hosts a full size computer lab with access to wireless technology. Ten new computers were school purchased with ten laptops being purchased by the P&C Association with $10,000 from raised funds to address facility and resource provisions to align with their identified priorities for 2011. These resources allowed for whole class lessons to be taught to develop specific computer skills. A further three interactive whiteboards were purchased to continue our progress of providing these electronic boards into classrooms.

The 2011 School ICT Index Report indicated that 80% of students are satisfied with the way they are using ICT for learning at school, 75% of students are satisfied their school enhances personalised learning by improving access to ICT within and beyond the classroom, 73% of students are satisfied with the opportunities to make use of online learning environments while 64% of students are satisfied with how often they use computers for learning in class.

During 2011, we moved to the use of web-based communications through SharePoint and developed the school's One Portal team site to better meet the needs of teachers identifying ways to enhance curriculum teaching and learning practices.

Two staff members hold their Pedagogical Licences.

At the beginning of Term 3, our school was successful in nominating to be part of the Website For Schools Pilot so that we could be provided with training and technical support to modernise and meet Departmental website requirements for our school’s existing website. Three nominated staff members became the team to participate in the 8 week training and tutorial sessions to work on the new content and format for our new website. The new website was launched on Friday 17 November and has become one of our main ways of interacting and communicating between school and home, building our educational partnership with parents/caregivers, students and teachers.

Selected students participated in the RACQ Maryborough Technology Challenge. For two hours after school for ten weeks students with their class teacher prepared their equipment for the Robotics Competition. ED-E their newly purchased robot was programmed to perform to The Village People’s YMCA song with the students dressed as characters from The Village People. This was a fantastic performance by all with everyone enjoying this experience. ED-E was certainly one of a kind on the day and this performance received an Entertainment Award Certificate. In 2011, programmable robots were the focus for other student groups.

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

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

- Religious Education for students in Year 2 to Year 7
- School Chaplaincy Service and Breakfast Club
- Attendance at National Young Leaders Day – a program by the Halogen Foundation held in Brisbane. Seventeen school leaders participated with other school leaders from St Helens and Tinana State Schools.
- Peer Mentoring Program – Year 7 students as Peer Mediators support other students during lunchtime playground activities.
- Student Council representation from Years 4-7
- Sporting Houses – Gordon, Lawson, Kendall, Paterson
- Terrific Lunch Club
- 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
- Ambulance and Fire Safety Education Programs

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 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 following information appears in the school prospectus.

What to do if Bullied

This school endorses three main responses to acts of bullying:

- Selectively ignore minor incidents (walk away, sit in a different area, make no response)
- Tell the bully to stop, identifying what they are doing that you do not like. (Stop saying that. I don’t like it. Stop touching me. I don’t like it.)
- Report the incident to someone who can do something about it. (Parent, Teacher, Deputy Principal, Principal, Teacher/Aide)

**At school we recommend students report the bullying to school staff to instigate immediate action.

What to do if Bullying is reported to you

Staff: Flowchart HS-17 Student Protection Policy

- Ensure reported behaviour is discontinued.
- Investigate incident thoroughly, listening to all sides of the story, to determine if constitutes bullying. Remain non-judgemental, despite prior knowledge of students involved.
- Take action in line with Correction/Crisis plan in School Behaviour Management Plan.
- Make explicit to the individual who made the report what action, in general terms has been taken. (eg. I have spoken with XX about that, let me know if it happens again, You will find that XX is not out in the playground tomorrow/today.) This restitution may take the form of an apology by the bully to the victim.

Parents:

Listen to your child. Be aware that there may be other sides to the story, so remain calm and be as non-judgemental as possible.

Make contact with school administration to report incidents of alleged bullying. The shorter the time between the incident and the investigation, the greater the likelihood of satisfactory resolution and restitution taking place.

From the 2011 School Opinion Survey parents have expressed their satisfaction with “safety at school” and “happy to go to this school” at significantly above region, like schools and state benchmarks while “being treated fairly and discipline” was above and at region, like schools and state benchmarks. However, “behaviour” was below these benchmarks. Students expressed a particular concern “about the behaviour of students at this school” being below region, like schools and state benchmarks. Close to these benchmarks was “being treated fairly and safely at school” while “happy to go to this school” was above region, like schools and state benchmarks.
Our school at a glance

Parent, student and teacher satisfaction with the school

Parent opinion survey data indicates that in 2011, parents were satisfied that the following indicators were all within range of being close to, at or slightly above Region, Like Schools and State Benchmarks: Curriculum, Pedagogy, Learning climate and School climate. School-community relations and Student outcomes were above these benchmarks while Resources were below Region, Like Schools and State Benchmarks.

Students were asked how satisfied they were with Curriculum, Pedagogy, Learning climate, Resources, School climate and Student outcomes. Ratings for these areas were close to, at or slightly above Region, Like Schools and State Benchmarks.

Staff opinion survey data indicates satisfaction with Physical work environment and Work roles at Region, Like Schools and State Benchmarks.

Relationships, Support, resources and training and Work value and recognition are close to Region, Like Schools and State Benchmarks with School operations below these benchmarks.

Staff Morale has an overall rating of below Region, Like Schools and State Benchmarks.

Specific school performance and outcomes

- Parents/caregivers satisfaction measure regarding “getting a good education at this school” while close to Region, Like Schools and State Means shows an increase in satisfaction from 2010. Students’ satisfaction that they are getting a good education at school is above Region, Like Schools and State Means with a notable increase from 2010.
- There has been a decrease in parents/caregivers satisfaction with their child’s school from 2009 to 2011, this data is below Region, Like Schools and State Benchmarks.
- School workforce satisfaction with access to professional development opportunities has decreased and is below Region, Like Schools and State Means.
- Staff Morale has decreased with the School Mean significantly below Region, Like Schools and State Means.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>59%</td>
</tr>
</tbody>
</table>

*DW – Data withheld*

Involving parents in their child’s education

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 eg. 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 (receiving a Highly Commended Certificate) and show entries in the Cooking and Photography Sections from Year 3 students with certificates awarded to students ranging from First to Third prizes and Highly Commended.
- Parent volunteers working in classrooms assisting with literacy, numeracy, technology, science, art activities
- Parent involvement with home reading, homework tasks and school projects – Maryborough Technology Challenge, Technology Competitions, MS Read-a-thon, Jump Roper for Heart, Relay for Life Mini-Marathon, 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; sporting activities and representative sporting events
- Annual ‘Family Fun Fair’
Our school at a glance

Reducing the 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 eg. 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 (partial completion in 2010 with expected full completion in 2012 through the National Solar Program).
- Since 2009 our school has participated in Earth Hour to take a stance in the fight against climate change. “None of us are as powerful as all of us”. This initiative has also been promoted through our school newsletters to the school community again in 2011.
- Water Tanks have been installed across the school setting.
- Water saving devices have been placed 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.
- Tree/garden trimmings are separated into green waste skips to be recycled through mulching.
- Participation in National Walk Safely to School Day. This event encourages parents to drive less and walk more, aiming to decrease dangerous vehicle congestion around schools and reduce carbon emissions from idling cars.
- Planet Ark National Tree Planting Day is a West tradition. Year 7 students plant a variety of trees in the rainforest section of our school grounds. To coincide with this day and to do their part for the environment, our Student Council organised “Be Seen In Green Day” to raise funds to purchase small recycling bins for each classroom. This was a successful venture with $510.00 raised allowing each classroom to be supplied with a special bin to help with the recycling of paper from each year level.
- Our school registered for the 2011 Mobile Muster Schools Recycling Challenge. The community was actively encouraged to collect and recycle old mobile phone handsets, batteries, chargers and accessories. This was a very successful collection, filling the box supplied to full capacity.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KWH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>118,630</td>
<td>2,058</td>
</tr>
<tr>
<td>2010</td>
<td>124,512</td>
<td>2,959</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-5%</td>
<td>-30%</td>
</tr>
</tbody>
</table>
### Our staff profile

**Staff composition, including Indigenous staff**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>40</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>38</td>
<td>17</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>20</td>
</tr>
<tr>
<td>Diploma</td>
<td>18</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $29857.97.

The major professional development initiatives are as follows:
- QSA - Navigating New Territory: P-10 Australian Curriculum for Leaders Workshop
- QSA - Navigating New Territory: P-10 Australian Curriculum for Teachers Workshop
- QSA - National Curriculum Presentation and Workshops to Maryborough Cluster of Schools
- Curriculum into the Classroom (C2C) Project Presentation
- Establishing A Feedback Culture
- Developing Performance Framework
- Beginning Teachers Conference
- NAPLAN Persuasive Writing
- Writing for NAPLAN – Exposition v Narrative Workshop
- NAPLAN Moderation Day
- QCAT Moderation
- QCAT Science
- Investigating Persuasive Text in English
- A Day of Improving Writing Skills
- Seven Steps to Writing Success
- Explicit Reading Strategies – Literacy and Numeracy
- The Essentials of Reading in English
- The Essentials of Reading in Maths
- Tactical Teaching: Reading
- First Steps Reading Training
- English Day Out Teaching Reading
- Sound Waves Professional Development Session
- Speech, Language Programs and Strategies
- iMaths Professional Development Session
- Autism and Aspergers Sensory Workshop
- Sharing Best Practice in Inclusive Education
- Inclusive Practices for Teachers and Teacher Aides
- IL Practical Behaviour Solutions
- Education Support Funding Training
- Using New Land, New Language – LOTE Workshop
- ACHPER PE Conference
- One Portal – Share Point and Network Drives Workshop
- Advanced Interactive Whiteboard Training
- BLAST – Interactive Learning Conference
- Orange Card Information and Consultation Works
- Websites for Schools: Phase Two – 8 training sessions
- Code of Conduct and Standard of Practice Training
- Student Protection – Online Training
- Curriculum Risk Management Training
- Essential Skills for Classroom Management
- Clues to Managing Behaviour
- Workplace Health and Safety Incident Investigation Training, First Aid and CPR Updates

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2011 school year.
School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

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

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

**Student attendance - 2011**

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

**Student attendance rate for each year level**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
</tr>
</tbody>
</table>

**Student Attendance Distribution**

The proportions of students by attendance range.

![Attendance Rate Distribution Chart]

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

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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 rolls at school to see who is there
- Let you know if your child is not at school
- 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**

Rolls are marked each morning at 9.00am and again after the second break at 2.00pm. Rolls are sent to the office on Friday mornings after marking for checking and absence data entry by administration officers. Rolls are returned to teachers’ pigeon holes for collection at the end of second break for marking on Friday afternoons.

**Attendance Requirement Procedures if not met by students**

After 3 days class teacher informs the principal of absenteeism, resolution through informal approaches with parents/caregivers:

- Phone calls from the Principal and Administration
- School generated Student Absence Roll Letter that is posted home
- Principal sends letter to parents, invitation to discuss situation (TCS-1)
- Continue to follow process for persistent truancy or absenteeism for children of compulsory school age.
Performance of our students

Implementation of Maryborough Cluster Attendance Strategy (Every Day Counts) to reduce time away from school and maximise student learning with promotion of this message to our school and wider community.

During Semester 1 2011, our school had 920 unexplained absences compared to 856 this time last year and a total of 4580 days total absences across our school campus compared to 4284 days in 2010. As you can see this is an increase from 2010 and as a school we have made this a priority to continue to work in partnership with parents to improve student attendances, so that we can maximise student learning outcomes. It is vital that parents/caregivers contact the school when their child is absent with the reason for this absence.

Thirteen students were presented with Every Day Counts Certificates at Junior and Senior School Assemblies for 100% attendance throughout 2011.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector: Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

In 2011, Maryborough West had 37 Indigenous students as part of our student body. Our school’s progression on closing the gap between Indigenous – 93.2% and non-Indigenous – 92.8% attendance rates was -0.4%. Performance indicates that the gap between Indigenous and non-Indigenous attendance rates has been closed. The continued implementation of the Maryborough Cluster Attendance Strategy (Every Day Counts) has reduced time away from school and maximised student learning for our Indigenous students.

<table>
<thead>
<tr>
<th>Attendance Rate Range (%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of All Student Attendance &lt; 80%</td>
<td>6.0</td>
</tr>
<tr>
<td>% of Indigenous Student Attendance &lt; 80%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The gap between Indigenous and non-Indigenous students’ reading, writing and numeracy in NAPLAN Year 3 mean scale scores indicates that our Indigenous students are performing at the same level as our non-Indigenous students in writing while there is a small gap in reading and numeracy with non-Indigenous student performance being slightly above Indigenous student performance.

<table>
<thead>
<tr>
<th>NAPLAN Year 3 Mean Scale Score – Indigenous / Non-Indigenous Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: 46</td>
</tr>
<tr>
<td>Writing: 6</td>
</tr>
<tr>
<td>Numeracy: 30</td>
</tr>
</tbody>
</table>

The Support Teacher – Literacy and Numeracy worked with teachers to develop skills in interpreting their Indigenous students’ data to assist in clarifying individual learning needs and strengths which was then demonstrated in their planning and teaching/learning strategies. The Support Teacher – Literacy and Numeracy and teachers monitored performance in reading and numeracy and provided targeted support strategies and intervention programs to students at risk in this area.

Data indicated that overall, our Indigenous students have shown improvement in performance in reading and numeracy.