



ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Maroon State School



Queensland
Government

Contact information

Postal address	2772 Boonah-Rathdowney Road Maroon 4310
Phone	(07) 5463 6144
Fax	
Email	principal@maroonss.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	Shaan Eldridge

From the Principal

School overview

Nestled at the base of the majestic Mt Maroon, sits the hub of a vibrant and active community, rich in history and pride – Maroon State School. Established in 1891, Maroon State School offers high quality educational programs for a multi-age class of Prep to Year 6 students. This small school prides itself on its innovative and modern delivery of the Australian Curriculum. We inspire and nurture all of our learners to be proud, successful and productive citizens of the future.

Maroon State School believes that a strong sense of belonging is the foundation to a true sense of self. Our students enjoy a deep connection to their community and demonstrate pride in their school. We recognise the importance of family and promote school partnerships with our broader community. We work together to build confidence, independence, leadership and resourcefulness in all our students. We believe that our multi-age approach to learning best prepares our students for the challenging world of tomorrow.

Our motto 'Success Through Effort' is embedded within a curriculum which engages and equips students to be highly motivated and responsible life-long learners. The Australian Curriculum is implemented with rigor and our school embraces these high educational standards in every learning area. Curriculum planning strategically focuses on personalised learning which best provides for the individual needs of every student. Maroon State School's expert teaching team provides an environment that is challenging, structured and supportive.

Our school is exceptionally well resourced and its curriculum reflects a strong emphasis on the integration of new technologies and innovation to inspire and prepare our students for an exciting future of lifelong learning. Maroon State School is renowned for its strength of community and rural identity. We believe we best suit the needs of our learners through the diverse and challenging learning experiences our small school can offer. We embrace both indoor and outdoor learning opportunities, which include canoeing, orienteering, hiking and scientific investigations through a strong partnership with Maroon Outdoor Education Centre. Our students enjoy a wide range of opportunities to investigate and consolidate their understanding of the world through real life investigations. Our goal is to provide an environment where every student has the opportunity to succeed every day.

School Priorities

A Vision for Maroon State School

Education Hub - Our expert team are committed to academic excellence extending beyond our small school to incorporate the development of teaching and learning capabilities throughout the Cluster and beyond

Rich Learning Culture – Providing real world learning experiences through community engagement embedded within an integrated curriculum. We embrace diverse learning environments to enhance our curriculum offerings. We prioritise the integration of the Arts, HPE, Indigenous perspectives and STEM leading to digitally capable, creative and connected learners of the future

Developing a Strong Future For Maroon State School - Our facility upgrades, high quality curriculum development and targeted resources are providing the building blocks to our success. Our investment in community partnerships, Early Learning initiatives and future services for Maroon are creating a modern story for our school

Driving Academic Achievement: Reading and Writing

Key to our success is an innovative, quality controlled and sequential whole school curriculum plan married with high quality pedagogical practices. **We**

· Embed a Whole School Pedagogical Framework focusing on Age Appropriate Pedagogies

- Build staff capabilities through PD related to our **2018 Strategic Plan—Reading, Writing**
- Embed and adapt the Maroon SS Reading Framework
- Establish partnerships with Regional staff to meet the P-12 CARF requirements for our three levels of Curriculum
- Move students from surface to deep learning:- Apply, Connect and Transform

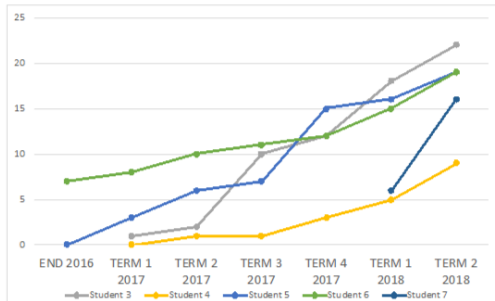
IMPACT

- 100% supportive staff feedback for pedagogical change. Resulting in improved engagement and learning outcomes evidenced by reading and writing data below, cementing the success of our coaching and feedback model
- Collaborative development of a P-2 Reading mat ensuring consistency of Guided Reading practices with all staff

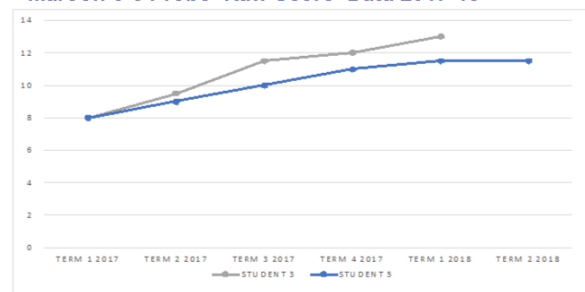
Individualised Learning

- Use of data, through our school based diagnostic assessment schedule and formative assessment, guides our curriculum through the pace of learning. This instructional approach targets the needs of each learner
- Curriculum that connects to evidence based practices, which target the changing needs of every learner through meaningful and relevant topics driven by learner interests
- Support Provisions, ICP’s and Learning Goals play an important role in developing successful learning outcomes

Maroon P-2 PM Benchmark Data 2016-18



Maroon 3-6 Probe Raw Score Data 2017-18



Early Learning Opportunities:

- Linking services to community- consultation with child care providers
- Boosting positive school and community relationships
- Modelling and enhancing literacy skills and parent engagement

STEM: Leading Science, Technology, Engineering and Mathematics

- Establishing partnerships with the IMPACT centre and local schools to provide a platform to share inspired innovative curriculum. Student portfolios will be developed and peer feedback provided through a shared Virtual Classroom and Blog zone
- Impacting Teacher Capabilities - Introduce and support STEM possibilities for our Cluster Moderation processes in 2019-2020

AREA	KEY PRIORITY	ENGAGING	IMPLEMENTING	EMBEDDING
Reading	Reading skills:			
	1. Data used to inform teaching and learning			✓
	2. Use of our reading framework to inform daily guided reading sessions			✓
	3. School based Professional development implemented based.		✓	
	4. Use of the Literacy Continuum, Probe and PM Benchmark to monitor student progress through data and monitoring cycles			✓
	5. Promote Age Appropriate Pedagogies to enhance P-6 learning opportunities. Enhance student engagement through experiential and inquiry based learning opportunities in all KLA			✓

Writing	6. Attended PD opportunity with Anita Archer "Writing is taught not caught" 7. Use the Literacy Continuum to monitor student progress 8. Focus on handwriting. 9. C2C weekly spelling. Using Words their Way to monitor progress			
Actions - Reading		Achievements		
<ul style="list-style-type: none"> • Continue to use data to plan and implement effective reading strategies 		100% students set reading goals each term		
<ul style="list-style-type: none"> • Cultivate improved explicit teaching practices of modelled reading for all staff through continued coaching and feedback sessions 		66% students achieving at or above school PM benchmark and PROBE standards and targets		
<ul style="list-style-type: none"> • Explicitly teach complex text and text dependent question analysis to all students 		66% of students achieving Stanine 5 on PAT diagnostic testing		
<ul style="list-style-type: none"> • Continue to Provide School based and SE Regional Reading PD in keeping with SOS to enhance staff capability in delivering improved student outcomes in reading using guided and modelled reading strategies and resources 		PM and Probe P-6 66% achieved school targets		

Actions: Writing	Achievements
Establish School Based Writing Sequence - explicitly teach and model sequenced writing skills	100% students setting writing goals and reflecting on their work
Implement and monitor a consistent whole school approach to writing	70% of students meeting end of year Clusters on the Literacy Continuum
Continue to provide Quality Professional Development opportunities to maintain staff satisfaction in SOS. Develop and support implementation of the teaching and learning capabilities of the school based writing framework.	To support 100% of students to meet, reflect upon and write their writing goals

Future Outlook

Reading

Focus on the Early Years

- Intensive TA phonological and phonemic awareness utilising Heggertys Phonemic Awareness, Jolly Phonics, Sound Waves and PAL programs
- Embed a shared understanding and pedagogical practice of the Maroon State School Reading Framework
- Use modelled reading to embed student use of strategies to develop fluency and comprehension
- Explicitly teach QAR strategies in small groups using graphic organisers
- Use complex text analysis to further students effective questioning, critical thinking and independent learning
- Utilise reading comprehension quiz or benchmark testing to provide a regular data cycle leading to improved teaching and learning outcomes, goal setting and delivery of personalised learning.

- Review and revise NAPLAN pre-test data to target student learning needs and focus explicit teaching and learning
- Use our reading framework placemat as a focus for coaching and professional exchange with staff to enhance the teaching of reading from P-5
- IMPACT – SCORE

Writing

- Develop a school based sequence of learning to develop writing skills across the school modelled on Anita Archer research
- Attend Professional Development on writing to provide coaching and feedback to all staff
- Develop student personal writing goals - using the literacy continuum
- Develop a whole school editing placemat
- Promote writing every day by providing adequate stimulus and an opportunity for sharing their achievement
- Punctuation and proof reading are explicitly taught and students conference with the teacher who provides feedback on how effectively they have applied these skills
- Reinforcement of spelling skills occurs during the writing process and feedback is provided following the editing phase
- Intensive intervention is provided to reinforce key foundation reading and writing skills based on phonemic awareness, sight word recall and spelling skills.

Our school at a glance

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	7	9	6
Girls			1
Boys	7	9	5
Indigenous			
Enrolment continuity (Feb. – Nov.)	75%	100%	75%

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 attracts families looking for a strong sense of community and a supportive learning environment offering personalised learning for every student. Families are impressed by the inclusive and engaging approach to teaching and learning offered by our P-6 multi-age classroom. Our school population has grown to 12 in 2019. We are lucky to have many local families as well as those travelling from neighbouring communities to attend our school. Maroon offers a unique integrated learning environment encompassing real life learning experiences and connection to community and country. We offer an early learning program for local families to come and let their children aged 0-5 share in the joy of learning every Wednesday morning. This program is extremely successful in encouraging and developing oral language and early literacy skills within our local community.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	7	9	3
Year 4 – Year 6			3
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

The Australian Curriculum provides the structure, assessment and standards upon which our P-6 curriculum is framed. We understand the importance of providing quality control within our P-6 multi-age classroom setting. We ensure our students have access to high quality curriculum and assessment tasks aligned with the Australian Curriculum and developed for their year level. We report on a true rating of every student's academic ability moderated across our small school cluster.

We

- Believe engagement is the key to success
- Embrace Age Appropriate Pedagogies from P-6
- Provide high quality explicit instruction
- Encourage independence
- Provide engaging curriculum content delivery
- Establish partnerships with local schools such as MOEC and Warrill View
- Bring learning to life through real life learning opportunities

Our distinctive curriculum offerings

- We believe curriculum outcomes are most successful when the topics and learning is connected to our students through interactive, engaging and purposeful learning opportunities. We inspire student learning through our integrated curriculum delivery.
- We provide personalised individual curriculum programs for every student.
- We have a strong partnership with Maroon Outdoor Education Centre who provide the venue, resources and staff to extend our school campus to include a rich and diverse learning environment.
- Whole school reading programme is offered daily targeting student readiness and development.
- We promote sport and teamwork
- We offer a leadership programme for Year 5 and 6 students.
- We attend the Fassifern Cluster initiatives such as Small Schools Sports, Days of Excellence, Year 6 camp
- Our students have the opportunity to attend leadership days, NRL Gala Day and Under 8's day.
- Our swimming programme is offered to all students (Prep- Year 6)
- We offer a chaplaincy services weekly to support students, staff and community
- Our combined Small Schools Camp programme is offered to students in Years 3, 4, 5 and 6 each year.
- Specialist Lessons include:- German language programme for thirty minutes to one hour a week. Students in P-2 engage in a cultural programme designed to introduce the German language through songs, rhymes, numbers and colours.
- Music and Physical Education

- Elective extensions to our program include photography, gardening, dance, music, movie making, drone technology, coding and the arts.
- Every student has their own ipad to use at school, offering a multi-media approach to both teaching and learning.
- Digital assessment portfolios are maintained

Co-curricular Activities

We attend Maroon Outdoor Education Centre regularly to enhance the delivery of our curriculum, health and well-being, arts and physical activity learning opportunities. General literacy capabilities are embedded into all aspects of our teaching and learning.

The school participates in a range of cluster and school based initiatives, these include:-

- * Participation in the Beaudesert Australian Spirit Competition
- * Create our local Boonah Show display to promote the benefits of multi-age education
- * Students enter fine art and photography competitions at the Boonah Show
- * End of term celebration days,
- * Cooking
- * Curriculum related excursions,
- * Easter parade
- * Book week celebrations and activities
- * Transition days to the local high school,
- * Year 6 Leadership day,
- * ANZAC and Remembrance Day Commemoration Services,
- * NRL and Cricket Gala Days,

How Information and Communication Technologies are used to Assist Learning

Technology is an integral part of curriculum delivery at Maroon State School with every student accessing their own school ipad and laptop. This technology allows us to extend and enhance the learning opportunities we offer for every child. The school communicates daily with staff, students and parents through multiple platforms including our school's website, SMS, virtual classroom, Facebook and web based learning programs. Students can access the curriculum anytime, anywhere through the Maroon State School and IMPACT virtual classrooms. We have invested in a drone to extend our data coding ability in a purposeful and real life context. We provide access to Mathletics and Reading for use at both home and school. Students engage in the digital technologies curriculum and utilise the Scratch to develop coding skills and capabilities.

We best prepare our students for the changing world of tomorrow when we provide them with the opportunity to realise their potential socially, emotionally and academically. We are actively targeting three key literacies:-

Digital literacy: Students must have the ability--either through keyboard, voice, or touch technology--to access digital tools, and the knowledge necessary to select the best digital tool for the task at hand.

Media literacy: Students must develop critical and creative capabilities to both receive and assess the quality of messages from all forms of media, and to generate and create quality media of their own.

Global literacy: Students should use digital tools to access a global network of peers and to develop a sense of place and people.

Social Climate

Overview

We have a very close small school culture which embraces community involvement. The school has a strong historical link to the extended community who support school events and fund raising. Our community values this historical link and works with the broader community to commemorate ANZAC Day and celebrate our school milestones such as the 125th. Our major fundraising event is the annual Single Wicket Cricket Day. This is organised in conjunction with the local Maroon Cricket Association.

Maroon State School enjoys a supportive, family orientated atmosphere. Parents communicate with staff on a daily basis and embrace the opportunities to pick up and drop off students at our partnership local schools. We have a zero tolerance to bullying. Students are supported to use the Hi-5 strategy in the playground. Our School Wide Behaviour Plan was developed through consultation with the school community. It addresses school rules, expectations and management of inappropriate behaviour. Positive behaviour and achievement are acknowledged and rewarded. Key behaviours are explicitly taught and regularly practised.

Parent, Student and Staff Satisfaction

Maroon State School has 100% satisfaction with parent, student and staff results indicated through the opinion surveys. The parents, students and staff agree that Maroon State School offers our students an engaging curriculum which enables and empowers them to think, create, communicate, participate, reflect and understand the world in which they live. Maroon endeavours to provide every student with the experiences to learn in an environment that is challenging, structured and supportive. We encourage students to achieve their best possible learning outcomes, to become independent and lifelong learners, to be responsible for their own behaviour, active citizens, and to work collaboratively with others to achieve their goals. This is very much supported by our parents and community body.

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)	DW	100%	100%
• this is a good school (S2035)	DW	100%	100%
• their child likes being at this school* (S2001)	DW	100%	100%
• their child feels safe at this school* (S2002)	DW	100%	100%
• their child's learning needs are being met at this school* (S2003)	DW	100%	100%
• their child is making good progress at this school* (S2004)	DW	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
• teachers at this school motivate their child to learn* (S2007)	DW	100%	100%
• teachers at this school treat students fairly* (S2008)	DW	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
• this school works with them to support their child's learning* (S2010)	DW	100%	100%
• this school takes parents' opinions seriously* (S2011)	DW	100%	100%
• student behaviour is well managed at this school* (S2012)	DW	100%	100%
• this school looks for ways to improve* (S2013)	DW	100%	100%
• this school is well maintained* (S2014)	DW	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
---	------	------	------

* 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)	DW	100%	100%
• they like being at their school* (S2036)	DW	100%	100%
• they feel safe at their school* (S2037)	DW	100%	100%
• their teachers motivate them to learn* (S2038)	DW	100%	100%
• their teachers expect them to do their best* (S2039)	DW	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	100%
• teachers treat students fairly at their school* (S2041)	DW	100%	100%
• they can talk to their teachers about their concerns* (S2042)	DW	100%	100%
• their school takes students' opinions seriously* (S2043)	DW	100%	100%
• student behaviour is well managed at their school* (S2044)	DW	100%	100%
• their school looks for ways to improve* (S2045)	DW	100%	100%
• their school is well maintained* (S2046)	DW	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	DW	100%	100%

* 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%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
---	------	------	------

* 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

Parent and community engagement

Our school attracts families looking for a safe and supportive learning environment that provides personalised learning opportunities. Families are impressed by the inclusive and engaging approach to teaching and learning offered by our P-6 multi-age classroom. Our school population is made up of local families as well as those travelling from neighbouring communities looking for the unique learning environment that Maroon State School can offer. Our school community includes a diverse range of occupations including professionals and self-employed rural workers to those employed by local businesses. We offer an early learning program for local families to come and share in the joy of learning every Wednesday morning. This program is extremely successful in encouraging positive community relationships and developing oral language and early literacy skills for our future students.

We are heavily involved with our broader community which adds further layers to our engaging and purposeful learning opportunities. Our Single Wicket Cricket day has a long history and is well supported throughout our community and the district. Our school concerts in the local hall and school events always attract many members of the local community to come and share in the success of our school.

Respectful relationships programs

Maroon State School embeds inclusive practices into every aspect of our program through the encouragement of appropriate, respectful relationships. This is modelled and promoted through play based learning opportunities and explicit instruction. There is a zero tolerance to bullying and this is stringently reinforced across the school. Positive communication is encouraged and acknowledged. Our multi-age setting promotes consideration and understanding of others.

Maroon State School has implemented a Health and Wellbeing Framework. This incorporates gender equality while developing students' knowledge and skills to be able to connect with themselves, communicate effectively as a member of a broader community and support each other to resolve conflict without violence. Our chaplain is a great role model to our students and supports them through play based role-play scenarios. We incorporate positive skills and strategies that help children to work as members of a team, to build their resilience and leadership qualities. Our students are encouraged to recognise, react and report when they, or others, are unsafe.

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	0	0	0
Long suspensions – 11 to 20 days	0	0	0
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

Maroon State School has implemented a School Environmental Management Plan. As part of that plan the whole school community has become involved in our efforts to reduce general waste, electricity consumption and water use. Double sided use of paper is encouraged. Lights and computers are switched off at the wall whenever they are not in use. The school also has a number of solar panels in place.

We rely on rain water tanks and creek water for our gardens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	8,341	10,710	8,923
Water (kL)			

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](#) 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.

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	4	5	<5
Full-time equivalents	2	2	<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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	1
Diploma	2
Certificate	3

*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 \$5 341.30

The major professional development initiatives are as follows:

- Oral language, Writing, Pedagogy, STEM, Leadership, Curriculum Development, Moderation.
- 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.	99%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	93%	91%	85%
Attendance rate for Indigenous** students at this school			

* 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

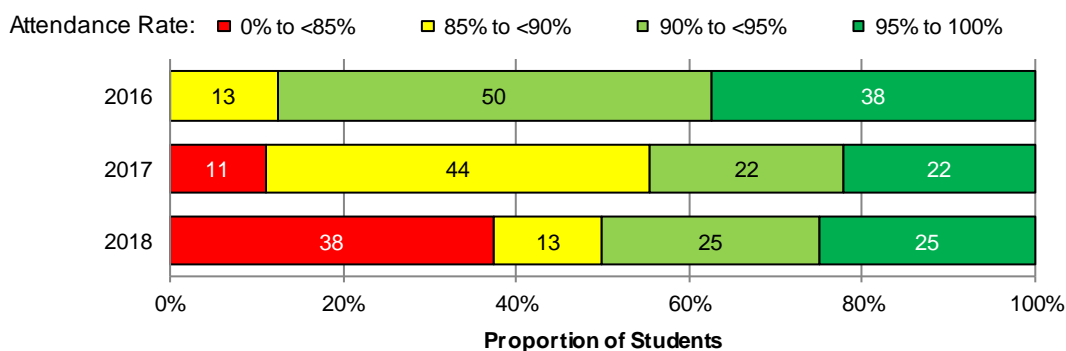
Year level	2016	2017	2018
Prep	DW	92%	DW
Year 1		DW	89%
Year 2	DW		DW
Year 3	DW	DW	
Year 4	97%	85%	DW
Year 5	DW	DW	74%
Year 6	89%	DW	

Notes:

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

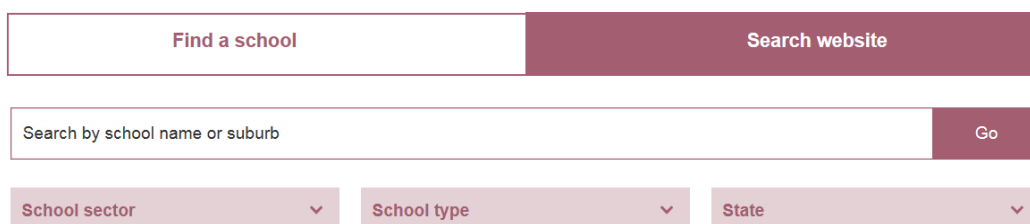
Maroon State School believes that student success can only be achieved by adopting a policy of every student in every class every day. Rolls are marked at the beginning of the day and again at the beginning of the last session. Parents are encouraged to phone the school to advise administration of any absence or provide a verbal or written note upon the return of the student. Unexplained absences are followed up with a phone call seeking information regarding the absence on the morning of the day of absence.

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.



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



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



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.