



# Mareeba State School

## School annual report

Queensland state school reporting

**2020**



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## School context

Mareeba State School is widely recognised within our local community for ensuring that **“Every day in every classroom every child is learning and achieving”**. We are committed to providing an inclusive education for all students to have access to a world-class education, focusing on the individual needs of the child and celebrating success, both learning and wellbeing. Through strong partnerships with parents and the broader community, the school has an excellent track record of successfully personalising learning and making a difference for each and every student within a culturally diverse and inclusive environment. Our staff work collaboratively and in teams to make certain we deliver this commitment for each of our students, whilst also ensuring that our school provides a successful, safe and positive environment for staff, students and families alike.

**Coeducational or single sex** Coeducational

**Independent Public School** No

**Year levels offered in 2020** Prep Year – Year 6

**Webpages** Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	124	111	103	119	108	99
Year 1	131	122	121	131	116	116
Year 2	121	125	116	124	130	113
Year 3	126	121	130	129	122	130
Year 4	124	128	118	118	125	123
Year 5	127	123	123	123	129	122
Year 6	117	130	125	122	134	123
Total	870	860	836	866	864	826

Notes

1. Student counts include headcount of all full- and part-time students at the school.

### Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	22	21	21
Year 4 – Year 6	24	24	23

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

## Social climate

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

**Table 3: Parent/Caregiver Survey**

Percentage of parents/caregivers who agree <sup>1</sup> that:	2018	2019	2020
My child is getting a good education at this school.	91.1%	97.7%	
This is a good school.	91.1%	95.3%	
My child likes being at this school. <sup>2</sup>	88.9%	93.2%	
My child feels safe at this school. <sup>2</sup>	95.6%	93.2%	
My child's learning needs are being met at this school. <sup>2</sup>	86.7%	93.2%	
My child is making good progress at this school. <sup>2</sup>	86.7%	93.2%	
Teachers at this school expect my child to do his or her best. <sup>2</sup>	93.2%	95.5%	
Teachers at this school provide my child with useful feedback about his or her school work. <sup>2</sup>	91.1%	93.0%	
Teachers at this school motivate my child to learn. <sup>2</sup>	93.3%	95.5%	
Teachers at this school treat students fairly. <sup>2</sup>	86.7%	85.7%	
I can talk to my child's teachers about my concerns. <sup>2</sup>	93.3%	100.0%	
This school works with me to support my child's learning. <sup>2</sup>	88.4%	93.2%	
This school takes parents' opinions seriously. <sup>2</sup>	88.6%	92.7%	
Student behaviour is well managed at this school. <sup>2</sup>	73.3%	72.7%	
This school looks for ways to improve. <sup>2</sup>	93.3%	90.9%	
This school is well maintained. <sup>2</sup>	93.3%	88.6%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

**Table 4: Student Survey**

Percentage of students who agree <sup>1</sup> that:	2018	2019	2020
I am getting a good education at my school.	97.5%	99.0%	
I like being at my school. <sup>2</sup>	98.3%	93.2%	
I feel safe at my school. <sup>2</sup>	94.1%	86.8%	
My teachers motivate me to learn. <sup>2</sup>	97.5%	96.2%	
My teachers expect me to do my best. <sup>2</sup>	97.4%	98.1%	
My teachers provide me with useful feedback about my school work. <sup>2</sup>	90.7%	94.2%	
Teachers at my school treat students fairly. <sup>2</sup>	89.8%	87.6%	
I can talk to my teachers about my concerns. <sup>2</sup>	91.5%	92.2%	
My school takes students' opinions seriously. <sup>2</sup>	90.5%	85.4%	
Student behaviour is well managed at my school. <sup>2</sup>	88.1%	74.8%	
My school looks for ways to improve. <sup>2</sup>	96.6%	91.3%	
My school is well maintained. <sup>2</sup>	99.1%	87.6%	
My school gives me opportunities to do interesting things. <sup>2</sup>	96.6%	90.6%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

**Table 5: Staff Survey**

Percentage of staff who agree <sup>1</sup> that:	2018	2019	2020
I enjoy working at this school.	97.0%	97.3%	
I feel this school is a safe place in which to work.	97.0%	91.9%	
I receive useful feedback about my work at this school.	90.8%	91.9%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	97.6%	95.0%	
Students are treated fairly at this school.	98.5%	97.3%	
Student behaviour is well managed at this school.	90.8%	86.5%	
Staff are well supported at this school.	93.9%	91.9%	
This school takes staff opinions seriously.	87.9%	78.1%	
This school looks for ways to improve.	100.0%	97.3%	
This school is well maintained.	90.9%	82.4%	
This school gives me opportunities to do interesting things.	97.0%	83.8%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

2. DW = Data withheld to ensure confidentiality.

## 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.

### School disciplinary absences

Mareeba State School is committed to providing a safe, organised, respectful and disciplined learning environment for all students, staff, parents and visitors.

Mareeba State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote an inclusive, whole school approach to discipline. Its purpose is to facilitate high standards of behaviour from all members of the school community, ensuring learning and teaching in our school is prioritised where *every day in every classroom every child is learning and achieving*. Mareeba SS is committed to providing a safe place for all staff.

## and students to maximise success and opportunities to grow.

**Table 6: Count of school disciplinary absences at this school**

Type of school disciplinary absence	2018	2019	2020
Short Suspension	99	159	146
Long Suspension	1	0	0
Exclusion	0	0	0
Total	100	159	146

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.

2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.

3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

#### 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.



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

[View School Profile](#)

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



## Staff profile

### Teacher standards and qualifications

At Mareeba State School, our staff commit to a culture of care and high expectations both inside and outside of the classroom. We believe that every child can achieve and that all students matter every day. We demonstrate this belief in the following ways:

#### 1. Strong Relationships

##### Each staff member:

- Builds effective and professional relationships with students and their family.
- Values the school's diverse population and ensures that every student is safe, respected and valued.
- Upholds the good reputation of the school in the community.
- Communicates with honesty and integrity to achieve the best possible outcomes for each student.
- Acts with confidentiality and respect when dealing with personal matters.

##### Each teacher:

- Accepts accountability for each child's learning.
- Uses data to inform their teaching and student learning.
- Plans and teaches critical content using the agreed Explicit Teaching model.
- Uses Consolidations to effectively improve student learning in Literacy and Numeracy.
- Uses differentiation strategies (including assistive technology) to engage all students and meet individual learning needs.
- Works collaboratively as part of school teams to improve the outcomes of all students.
- Provides regular and targeted feedback to individual students in relation to their learning goals.

#### 2. School and Classroom Environments:

##### Each Staff Member:

- Maintains a commitment to a safe and healthy school environment that promotes safety and well-being for all as a priority.
- Models respect, courtesy, manners and resilience.

- Models ongoing commitment to continual improvement by undertaking professional development and engaging in the Personal Development Planning process.
- Sets high standards for student behaviour as outlined in the Student Code of Conduct (ie: positive school wide behaviour, regular attendance, orderly student movement, high student engagement and motivation within the classroom).
- Adheres to the school's dress code and actively promotes the school's uniform policy.

**Each teacher:**

- Sets a positive classroom learning tone.
- Explicitly teaches and revisits school positive behaviour for learning expectations and PAUSE lessons.
- Establishes an atmosphere of high expectations for all.
- Focuses on high standards of bookwork, book presentation and handwriting throughout the year.
  - Has a high standard of display that is relevant and educationally stimulating.

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

## Workforce composition

### Staff composition, including Indigenous staff

**Table 7: Workforce composition for this school**

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	69	70	67	51	49	48	5	8	6
FTE	64	65	61	35	34	32	5	8	6

**Notes**

- Teaching staff includes school leaders.
- Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
- FTE = full-time equivalent

## Student performance

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

#### The Four Pillars of our Practice are:

1. Strong and effective relationships (Teachers-Students-Parents/Carers-Community members)
2. Providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors
3. Teacher accountable, data informed learning
4. Explicit teaching as signature pedagogy and a belief in moving student learning from short term to long-term memory through the effective consolidation of learning. Age appropriate pedagogies are also encouraged.

## Key student outcomes

### Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

**Table 8: Overall student attendance at this school**

Description	2018	2019	2020
Overall attendance rate for students at this school	89%	88%	85%

#### Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.

**Table 9: Student attendance rates for each year level at this school**

Year Level	2018	2019	2020
Prep Year	88%	89%	81%
Year 1	88%	86%	86%
Year 2	87%	88%	85%
Year 3	90%	88%	87%
Year 4	88%	89%	86%
Year 5	89%	87%	87%
Year 6	90%	89%	84%

#### Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

## 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.

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	<input type="button" value="Q"/>
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3. Click on *View School Profile* of the appropriate school to access the school's profile.

<a href="#">View School Profile</a>
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4. Click on *NAPLAN* and select a year to view school NAPLAN information.

<a href="#">School profile</a>	<a href="#">NAPLAN</a>	<a href="#">Attendance</a>	<a href="#">Finances</a>	<a href="#">VET in schools</a>	<a href="#">Senior secondary</a>	<a href="#">Schools map</a>
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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.