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Principal's foreword

Introduction

This report on our 2011 School Year lists our achievements, as well as those areas that we will “work together as one” to achieve in 2012.

As you will see from our Annual Report, we strive to provide excellence in the delivery of Total Learning for our children. We concentrate not only on testing results, but also on educating the “whole child” to be a member of our Mareeba community, as well as a productive member of our global community.

School progress towards its goals in 2011

2011 was our second year of being a National Partnership School. In 2011 we continued with creating a calm, disciplined learning environment where every child can achieve.

Also in 2011 we also focused on ATTENDANCE. We delivered our message to parents that “*Every Day Counts*”, through parades, meetings, individual family visits and by using our valuable Family Liaison Officer.

In 2011, we also reviewed our School Wide Support Plan that included revised learning targets and support strategies for each year level. This plan also included our Whole School Intervention Processes involving intervention teachers, extra teacher aides and trial programs such as spelling mastery.

2011 was also about quality teaching and learning in every classroom.

2011 was also about reinforcing our Service Guarantee and our Reciprocal Agreement with parents. Our vision is displayed all around our school, “*Every Day in Every Classroom, Every Child is Learning and Achieving*.” The Reciprocal Agreement for Parents and Carers that has been presented to parent groups is “*Every Day in Every Classroom is Ready to Learn and Achieve*”. These agreements are reflected in all our conversations with parents, staff and students, and complement our “*I Care*” expectations for students, namely, “*I Care About Learning*.” “*I Care About Safety*”. “*I Care About Myself and Others*”.



Future outlook

In 2012 Mareeba State School improvement planning will focus on:

1. Improving teaching:

- Explicit teaching practices in all classrooms
- The teaching of reading, writing and numeracy
- Teachers implementing the C2C curriculum and foundational learning programs
- Leaders coaching teachers and giving relevant feedback

2. Refining and embedding data based decision making:

- Using data to set school benchmarks, targets and short term individual student goals
- Measuring and monitoring school and student improvement

3. Refining and embedding Planning & Accountability Systems at all leadership levels.

4. Engaging parents and caregivers in their children's learning.

5. Focus on a creating a calm and disciplined environment

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
711	335	376	92%

Characteristics of the student body:

In 2011 out of 711 total enrolments 47% were girls with 53% being boys. Most classes in 2011 were single year levels with 1 class being composite to cater for larger cohorts (P/1). At Mareeba State School 32% of students are indigenous. Students with special needs have the opportunity to be integrated into mainstream or supported by the Mareeba Student Support Service Centre. Most of our year 7 primary students continue their education at Mareeba State High School.

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

Phase	Average Class Size
Prep – Year 3	23.3
Year 4 – Year 10	26
Year 11 – Year 12	NA
All Classes	24.6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	84
Long Suspensions - 6 to 20 days	13
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

LEARNING - Students engage in various classroom programs to enhance their learning. Programs include reading groups, spelling mastery and Emms and Jemms.

HATS (Highly Able and Talented Students) - The HATS program is aimed at developing and extending the abilities and interest of our most Highly Able and Talented Students. They are encouraged to pursue excellence and develop a love of lifelong learning. Higher Order Thinking Skills are explicitly taught and students are assisted in identifying their areas of strength in a supportive and inclusive environment which encourages a culture of thinking and high quality learning. Extension and enrichment activities and programs are offered both in the classroom and in the wider school community. Students have the opportunity to develop their skills, interests and abilities through targeted activities and programs. Extra curricula opportunities include Optiminds Challenge, Rotary Voice of Youth and Writers Workshops, to name a few. Students also participate in a variety of lunchtime and after school activities designed to engage and stimulate.

LOTE - Students learn about the Italian language and culture, learning basic conversations along with a range of vocabulary. Learning another language engages a different part of the brain and this enables students to transfer these skills to help them problem solve.

MUSIC – Music is offered to all year levels across the school. Our school also has a Junior Choir and a Senior Choir. Our Choirs perform for local events, as well as present at whole-school assemblies. They are ably supported and taught by one of our Music Teachers, Mrs Helen Bale.

INSTRUMENTAL MUSIC - Instrumental Music is an extracurricular program that is offered to students who demonstrate advanced musical aptitude. At Mareeba State Primary we offer tuition on woodwind, brass and percussion instruments. Students also participate in Concert Band, this is utilised to promote confidence, relationships and assists students in developing lifelong skills in public performance.

YOUTH TRANSITION CENTRE - This centre offers a range of alternative curriculum offerings to ensure children remain engaged in their schooling.

Extra curricula activities

ROBOTICS - Mareeba State School offers both a Senior and Junior Robotics program. The Robotics program provides students the opportunity to build, construct and design a programmable robot. Students develop skills in team work, problem solving, strategizing, construction and programming.

PROBLEM SOLVERS CLUB - The Problem Solvers program is offered to students in grades 4 to 7 who have been identified through the HATS program as talented mathematicians. The program provides the students with stimulating, hands-on problems that the students work together to manipulate, discuss, record data, plan strategies and solve.

SPORT- Our school offers a wide range of sports for our students during physical education lessons and also lunchtime activities. The Mareeba District also offers several opportunities for students to compete and excel at district and regional levels in a wide range of sports. Mareeba State School provides lunchtime activities everyday with teacher vs student games including indoor soccer, netball and soft hockey.

How Information and Communication Technologies are used to assist learning

- Use of computers across our school is integrated throughout our Key Learning Areas.
- Interactive Whiteboards, using computers and data projectors to enhance learning are provided in every classroom.
- Computers are used to assist our students in competing in “Mathletics” on the Internet, where they are provided with certificates as they achieve against students from other schools and other countries.

Social climate

Mareeba State School promotes a School-wide Positive Behaviour System. Students and staff adhere to three common expectations regarding Caring about Self and Others, Caring about Safety and Caring about Learning. This ensures a positive and supportive school climate where getting along with others and quality learning is a key priority for students, teachers, parents and carers.

Our school has a full time Guidance Officer that works across the whole school supporting students, parents and assisting with school programs. We are also extremely fortunate to have a School Chaplain who works with individual students, groups of students and whole classes, in providing Pastoral Care.

We provide emergency lunches, school uniforms and stationery supplies for students in need.

Our Anti-Bullying programs and on-going lessons in Anti-Bullying have contributed to the high satisfaction rating surveyed from parents and students about being happy to come to our school.

In 2011 we had pleasing parent responses to school climate for our school opinion survey. We had 86.4% of parents satisfied that their child is being treated fairly at this school as well as 86.4% believing their child is happy to go to our school.

Parent, student and teacher satisfaction with the school

Our best story involves the improvement with parent satisfaction. In 2011 86% of parents were satisfied that their child was getting a good education at Mareeba State School, this is an improvement of 22% from 2010. In 2011 students expressed their satisfaction as being 75% (a 2% decrease from the previous year). In 2011 86% of staff were satisfied with staff morale compared to 71% in 2010. Staff morale improving by 15%.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	86%
Percentage of students satisfied that they are getting a good education at school	75%
Percentage of parents/caregivers satisfied with their child's school	86%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	80%
Percentage of staff members satisfied with morale in the school	86%

DW – Data withheld

Involving parents in their child's education

Maintaining productive partnerships both with parents, carers and with the broader community is an important aspect of our school's organisation. The school community prides itself on an active Parents and Citizens Association which meets regularly to support and advise on school operations. Our very active P&C generally boasts in excess of 20 parents each meeting.

We support the Management of Young Children Program for parents and carers requiring support in parenting children with behavioural issues. We also involve parents in the Early Childhood Development Program to identify children with special needs prior to their enrolment in Prep.

The school maintains a strong commitment to supporting students through each of the transitions they make as they progress through their schooling life. This approach begins even prior to a child's first formal year of schooling with the school working closely with parents of four year olds as part of the Families as First Teachers Program to ensure a successful transition to formal schooling.

Our school also prides itself on hosting various parent workshops. In 2011 these ranged from a parent information night, various reading workshops, maths workshop and a behaviour management workshop.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Mareeba State School is actively working with students and parents to help reduce our school's environmental footprint. Turning off lights in classrooms when not in use has helped with our reduction of electricity. In 2011 we also looked at our water saving taps as they have not had the desired effect.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	391,682	13,008
2010	342,136	13,736
% change 10 - 11	14%	-5%

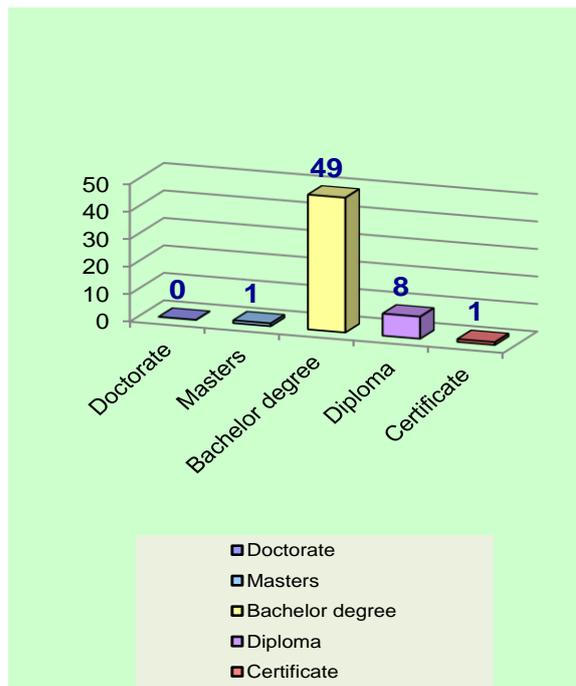
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	59	30	6
Full-time equivalents	55	19	5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	49
Diploma	8
Certificate	1



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$37 743.

The major professional development initiatives are as follows:

- *Curriculum development aligned to Australian Curriculum
- *Coaching and Mentoring
- *Explicit Teaching
- *Essential Classroom Management Skills
- *Profiling

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 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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.

Find a school

Search by school name

GO

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 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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%.

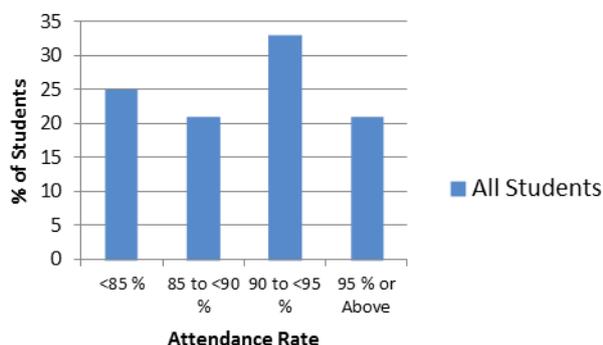
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
88%	85%	88%	90%	87%	88%	87%	NA	NA	NA	NA	NA

Student Attendance Distribution

The proportions of students by attendance range.



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.

At Mareeba State School teachers mark the role twice a day. All roles are then sent to the school office for checking after break time. Students away for unexplained days for 3 consecutive days are recorded and passed onto admin. Admin and community officer respond according to needs. Responses can include home visits, required letters, police visits and follow up communication.

At Mareeba State School we also recognise good attendance. This recognition may include parade notices, certificates, awards and personal letters home to families.

Performance of our students

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/>.

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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

Mareeba State School still has a long way to go in our journey of closing the gap between indigenous and non-indigenous students. Although our relative gain data is showing some positive results other data is still showing a huge gap.

Year 3 Indigenous reading data indicated an increase of 14% of students reaching national minimum standards from 2010 to 2011. In year 7 our Indigenous reading data indicated an increase of 20.4% of students reaching national minimum standards.

Year 3 Indigenous numeracy data indicated an increase of 24% of students reaching national minimum standards from 2010 to 2011. In year 5 our Indigenous numeracy data indicated an increase of 14.8% of students reaching national minimum standards.