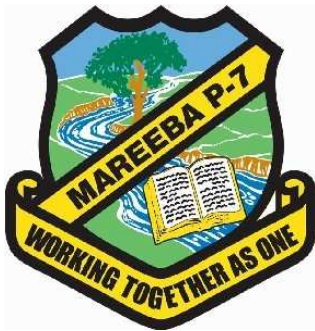
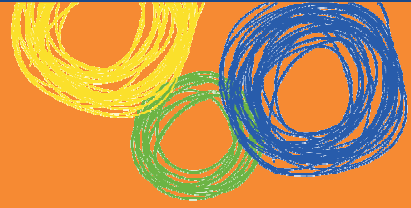


Mareeba State School (0653)
Queensland State School Reporting
2012 School Annual Report



Postal address	PO Box 1112 Mareeba 4880
Phone	(07) 4092 8100
Fax	(07) 4092 4396
Email	the.principal@mareebass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Shirlee Gallo (Principal)

Introduction

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 achieving 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.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2012

2012 was our third year as a National Partnership School. In 2012 we continued creating a calm, disciplined learning environment where every child can achieve.

Also in 2012, we 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. Our efforts are reflected positively in our data.

In 2012, we reviewed our School Wide Support Plan that included revised learning targets and support strategies for each year level. This plan included our Whole School Intervention Processes involving intervention teachers, extra teacher aides and continuing programs such as Spelling Mastery, Reading Groups and EMMS and JEMMS.

2012 once again was also about quality teaching and learning in every classroom. Reinforcing our Service Guarantee and our Reciprocal Agreement with parents was again important to us in 2011. 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.*”

Our 2012 Annual Improvement Plan focused on:

1. Improving teaching:

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

2. Refining and embedding data based decision making:

- a. Using data to set school benchmarks, targets and short term individual student goals
- b. 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 creating a calm and disciplined environment

Future outlook

Our 2013 Annual Improvement Plan focuses on:

In all schools in the FNQ Region in 2013 school improvement planning will focus on:

1. Improving teaching:

- a. Explicit teaching practices in all classrooms
- b. The teaching of reading, writing and numeracy
- c. Teachers refining and embedding the C2C curriculum and foundational learning programs
- d. Leaders coaching and supervising teachers

2. Refining and embedding data based decision making:

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

Queensland State School Reporting 2012 School Annual Report



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

4. Connecting parents and caregivers with their children's learning.

5. Focus on creating a calm and disciplined environment

The consistency of priorities from 2012 to 2013 will enable us continue to effectively drive our improvement agenda.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	703	330	373	92%
2011	711	335	376	92%
2012	741	356	385	90%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

In 2012 out of 741 total enrolments, 48% were girls and 52% boys. Most classes in 2012 were single year levels with two classes being composite to cater for larger cohorts (5/6 and 6/7). At Mareeba State School 34% 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. Total enrolments of students at Mareeba State School is increasing year by year.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	24	23	24
Year 4 – Year 10	27	26	27
Year 11 – Year 12	N/A	N/A	N/A

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	174	84	123
Long Suspensions - 6 to 20 days	23	13	6
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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 interests 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 Art 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.

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 student games including indoor soccer, netball and football.

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.

-In 2012 our school also focused on purchasing iPads to help support learning

-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 who 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. Our wonderful chaplain also organises breakfast club every Monday at school.

To help provide a supportive environment we offer many lunch time activities such as beading, art club, computer café, lunch time sport, games and iPads in the library and drama club. We also provide emergency lunches, school uniforms and stationery supplies for students in need.

In 2012 we also introduced our Social Emotional Learning Program focusing on our "I Care" rules. 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 2012 we had pleasing parent responses to our school opinion survey regarding school climate. 100% of parents reported being satisfied that their child is being treated fairly at this school and 100% believe their child is happy to go to our school.

Our school at a glance

Parent, student and staff 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. In 2012 this has increased to 100%. In 2011 75% students expressed their satisfaction with getting a good education at our school in 2012 this increased to 93.4%. In 2011 86% of staff rated staff morale as satisfactory compared to 71% in 2010. In 2012 this increased to 98.7%.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	93.4%
they like being at their school*	94.2%
they feel safe at their school*	91.2%

Our school at a glance

their teachers motivate them to learn*	98.1%
their teachers expect them to do their best*	98.1%
their teachers provide them with useful feedback about their school work*	97.1%
teachers treat students fairly at their school*	89.5%
they can talk to their teachers about their concerns*	82.5%
their school takes students' opinions seriously*	88.6%
student behaviour is well managed at their school*	86.5%
their school looks for ways to improve*	97.1%
their school is well maintained*	91.2%
their school gives them opportunities to do interesting things*	91.4%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	84.1%
with the individual staff morale items	98.7%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.

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. Parents are also encouraged to help out in classrooms and with our student learning café every Tuesday and Thursday morning.

The school maintains a strong commitment to supporting students through each of the transitions they make as they progress through their schooling life. Our school also prides itself on hosting various parent workshops. In 2012 these ranged from a P&C meet and greet BBQ at the start of the year, parent information night, various reading workshops, maths workshop and a NAPLAN 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	342,136	13,736
2010-2011	391,682	13,008
2011-2012	386,256	15,057

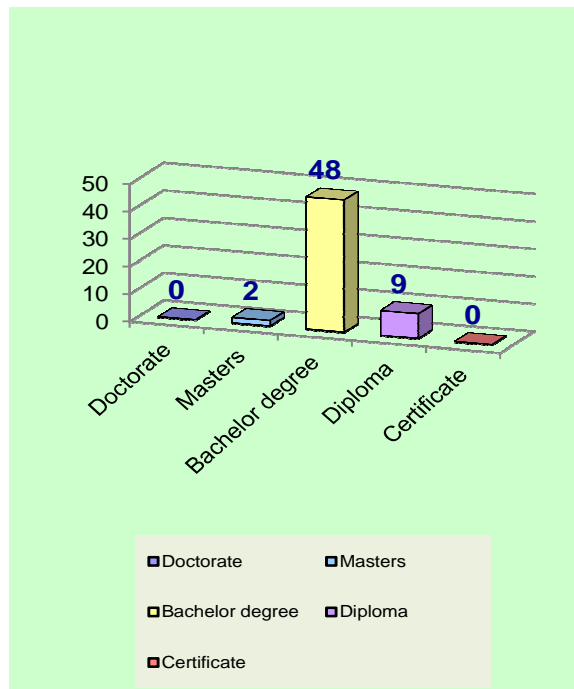
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	60	30	6
Full-time equivalents	55.8	21.2	5.7

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	48
Diploma	9
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$24 000.

The major professional development initiatives are as follows:

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

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.8%	96.9%	96.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector Government
 Non-government

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

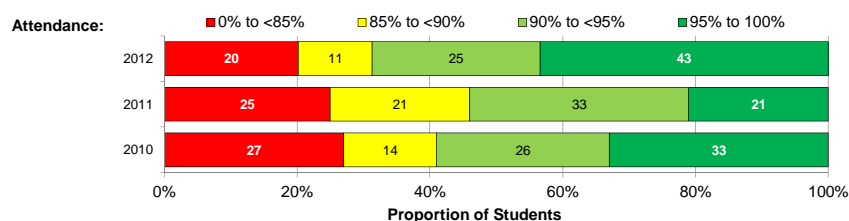
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	87%	89%	92%	88%	90%	86%	87%	N/A	N/A	N/A	N/A	N/A
2011	88%	85%	88%	90%	87%	88%	87%	N/A	N/A	N/A	N/A	N/A
2012	92%	91%	91%	91%	92%	88%	90%	N/A	N/A	N/A	N/A	N/A

DW = Data withheld to ensure confidentiality.

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 our school based 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.

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/>.

Performance of our students

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

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

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 significant gap.

Our most positive data is reflected with attendance with our Indigenous attendance rate increasing from 80.8% to 83.6%. Although we are disappointed with the lack of improvement from 2011 to 2012 in all NAPLAN year 3/5/7 mean scale scores with closing the gap we would like to acknowledge the long term improvement seen in year 3 numeracy between the years of 2008 - 2012. Once again we will reflect on our results and ensure we introduce programs to help close this gap.