

# Mareeba State School

## Queensland State School Reporting

### 2013 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 <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Shirlee Gallo Principal

## Principal's foreword

### 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 the best results possible, 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 2013

2013 was our last year as a National Partnership School. In 2013 we continued creating a calm, disciplined learning environment where every child can achieve.

2013, we continued to focus 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 not reflected in our data for 2013, therefore a renewed effort to focus on attendance will occur in 2014.

In 2013, we implemented our reviewed School Wide Support Plan that included revised learning targets and support strategies for each year level. This plan also includes our Whole School Intervention Processes involving intervention teachers, extra teacher aides and continuing programs such as Spelling Mastery, Reading Groups and EMMS and JEMMS.

2013 once again was also about quality teaching and learning in every classroom. Our vision is displayed all around our school, "Every Day in Every Classroom, Every Child is Learning and Achieving." This vision is reflected in all our conversations with parents, staff and students, and complements our "I Care" expectations for students, namely, "I Care About Learning." "I Care About Safety". "I Care About Myself and Others".

### Our 2013 Annual Improvement Plan focused on:

#### 1. Improving teaching

- a. Explicit teaching practices in all classrooms

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- 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

In 2014 we will focus on the following areas;

#### 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
  - Charter of Expectations embedded across school with focus on Explicit Teaching (I Do, We Do, You Do) and Warm Ups
  - Implement and refine pedagogical and inclusive practice framework
  - Maintain focus on high quality bookwork
  - Maintain focus on organised, tidy and print-rich classroom environment
  - Continue refinement of Reading Strategy with a focus on Comprehension (Reading groups and consistency of staffing )
  - Maintain focus on Big 6 in Reading (via Learning Café and Staff Meetings)
  - Maintain effective delivery of Foundation Programs (ie EMMS/JEMMS and Spelling Mastery)
  - Continue C2C implementation, including Geography, with focus on embedding I Do, We Do, You Do within lesson structure
  - Maintain regular whole school Moderation events
  - Maintain focus on building expert teaching team through school-wide Coaching and Feedback systems (including IDPs)
  - Maintain and continue ongoing refinement of whole school Support Plan (with focus on differentiation strategy for all diverse students, targets, assessment schedule, intervention, extension and Closing the Gap)
  - Implement NAPLAN strategy
  - Continue professional development for support staff, including teacher aides

MSSWD implications:

- Provide meaningful and continuous learning engagement for all students to enhance school-wide standards of learning, safety and behaviour.
- Build staff capacity to implement consistent curriculum and pedagogical practices to meet the learning needs of all students.

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### **2. Refining and embedding data based decision making:**

- a) Using data to set school benchmarks, targets and short term individual student goals
- Continue to refine the whole school support plan focusing on targets, assessment schedule, intervention, extension, closing the gap and NAPLAN plan.
  - Continue to support teachers to analysis data to reflect and refine their teaching and learning practices.
  - Teachers utilise student data to set targets, modify curriculum for individual students and record using OneSchool.
- b) Measuring and monitoring school and student improvement
- Continue to moderate across year levels (A-E reporting moderation)
  - Continue to track data on OneSchool according to schedule
  - Engage in cohort ISR processes

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

- Embed planning and accountability systems at all levels of leadership and across whole school (audit recommendations)
- Align roles and action plans to support driving the improvement agenda with regular reviews
- Implement Development Performance Plans across all levels
- Develop and implement system around Inclusive Practices

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

- Continue to build relationships and partnerships within our school and community that promote teaching and learning
- Continue with PaCE/CIOM/P&C/Kindy – focus on high expectations for learning, behaviour and welfare
- Promote our school as a quality school in our community and region
- Focus on ensuring inclusive practices across whole school valuing parents through adopting People First language
- Focus on student attendance and inclusive enrolment and school practices
- Build strong connection with Junior Secondary Transition

#### MSSWD implications:

- Adopt 'people first' language to ensure all school and community members are welcomed, valued and respected.
- Implement inclusive enrolment processes.

### **5. Providing a calm, safe and disciplined learning environment**

- Focus on creating calm and disciplined environments in the classroom and playground
- Continue to review PB4L stages and implement reviewed action plans
- Provide PD for all staff in BM practises
- Implement Warm-Up for PB4L into templates
- Embed staff profiling and ESCM PD
- Embed Inclusive Practices Model in P-7
- Review AEP program

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep - Year 7

### Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	711	335	376	92%
2012	741	356	385	90%
2013	803	406	397	91%

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

### Characteristics of the student body:

In 2013 out of 803 total enrolments, 51% were girls and 49% boys. Most classes in 2013 were single year levels with two classes being composite to cater for larger cohorts (4/5 and 5/6). At Mareeba State School 34% of students are Indigenous. Students with a disability have the opportunity to be integrated into classes or supported by the Mareeba Student Support Service Centre. Most of our year 7 primary students continue their education at Mareeba State High School. The total enrolment of students at Mareeba State School is increasing year by year.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	24	23
Year 4 – Year 7 Primary	26	27	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	84	123	126
Long Suspensions - 6 to 20 days	13	6	6

# Our school at a glance

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 Jolly Phonics, 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 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 extra-curricular 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 and relationships, and assists students in developing lifelong skills in public performance.

**AUSLAN SIGNING CLUB** - Our school is also proud to offer Auslan Signing classes. Students then perform alongside the choir for community events.

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

### Extra-curricular activities

**SPORT** - Our school offers a wide range of sports for our students during physical education lessons, lunchtime activities and after school 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, basketball, 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, computers and data projectors are provided in every classroom to enhance learning.
- In 2013 our school also focused on purchasing I pads and XO's to help support learning.

## 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 and Behaviour Management Teacher who work across the whole school supporting students and 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 morning 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 in the library and drama club. We also provide emergency lunches, school uniforms and stationery supplies for students in need.

In 2013 we continued with 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 2013 we had pleasing parent responses to our school opinion survey regarding school climate. 100% of parents reported being satisfied that student behaviour is well managed at this school and 92.9% believe their child is happy to go to our school.

# Our school at a glance

## Parent, student and staff satisfaction with the school

In 2012 and 2013, 100% of parents felt their child is safe at our school. In 2013 100% of parents felt the school worked with parents to help their child improve with their learning. In 2012 93% students expressed their satisfaction with getting a good education at our school, and in 2013 this increased to 99%. In 2013 100% of staff felt supported at our school.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	93%
this is a good school (S2035)	100%	93%
their child likes being at this school* (S2001)	100%	92%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	86%
their child is making good progress at this school* (S2004)	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%
teachers at this school motivate their child to learn* (S2007)	100%	86%
teachers at this school treat students fairly* (S2008)	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	86%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	93%	99%
they like being at their school* (S2036)	94%	94%
they feel safe at their school* (S2037)	91%	91%
their teachers motivate them to learn* (S2038)	98%	97%
their teachers expect them to do their best* (S2039)	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%
teachers treat students fairly at their school* (S2041)	90%	90%
they can talk to their teachers about their concerns* (S2042)	83%	93%
their school takes students' opinions seriously* (S2043)	89%	91%



# Our school at a glance

student behaviour is well managed at their school* (S2044)	87%	85%
their school looks for ways to improve* (S2045)	97%	97%
their school is well maintained* (S2046)	91%	92%
their school gives them opportunities to do interesting things* (S2047)	91%	98%

## Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		100%
they feel that their school is a safe place in which to work (S2070)		100%
they receive useful feedback about their work at their school (S2071)		100%
students are encouraged to do their best at their school (S2072)		100%
students are treated fairly at their school (S2073)		94%
student behaviour is well managed at their school (S2074)		100%
staff are well supported at their school (S2075)		100%
their school takes staff opinions seriously (S2076)		100%
their school looks for ways to improve (S2077)		100%
their school is well maintained (S2078)		100%
their school gives them opportunities to do interesting things (S2079)		97%

\* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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 2013 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

Mareeba State School is actively working with students and parents to help reduce our school's environmental footprint. Our success story has been around the use of electricity.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	391,682	13,008
2011-2012	386,256	15,057
2012-2013	390,069	18,625

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

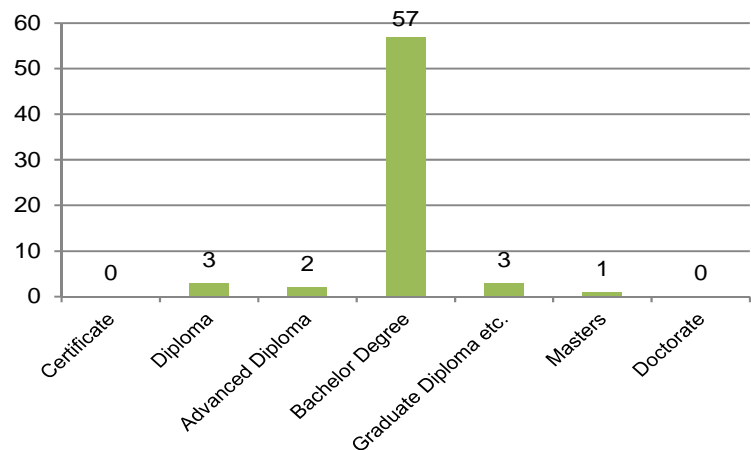
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	58	31	<5
Full-time equivalents	54	22	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	2
Bachelor Degree	57
Graduate Diploma etc.	3
Masters	1
Doctorate	0
<b>Total</b>	<b>66</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Expenditure on, and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 20042.22

The major professional development initiatives are as follows:

- Curriculum development aligned to Australian Curriculum
- Coaching and Mentoring
- Explicit Teaching

## Our staff profile

- Essential Classroom Management Skills
- Profiling

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff were retained by the school for the entire 2013 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.

## Key student outcomes

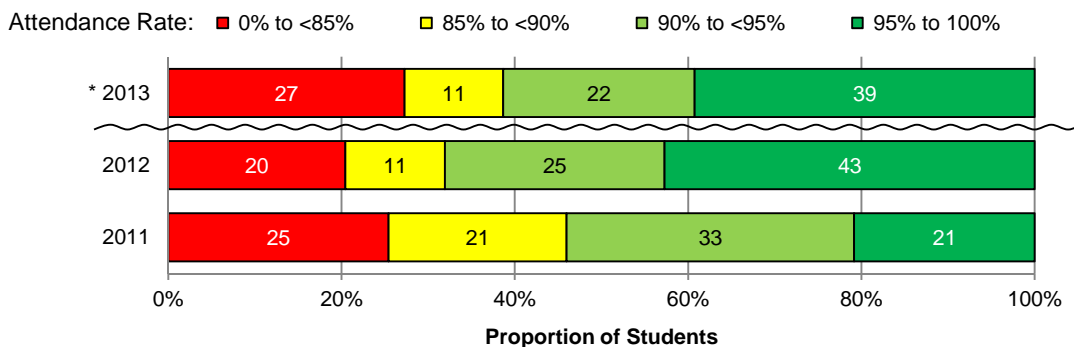
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	91%	89%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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
2011	88%	85%	88%	90%	87%	88%	87%					
2012	92%	91%	91%	91%	92%	88%	90%					
2013	89%	91%	90%	88%	90%	90%	88%					

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## 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 electronically using OneSchool. Students away for 3 consecutive unexplained 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. Classes with the best attendance are also recognised on parades.

## 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and an orange "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this, there is a "Sector" section with two radio buttons: "Government" (which is selected) and "Non-government". At the bottom of the second section is an orange "SEARCH" button.

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. Our relative gain data is showing some positive results.

Our most successful story is in year 3 where the gap closed from 116 to 56 in reading, 89 to 55 in writing and 70 to 55 in numeracy. We will continue to look for ways to improve learning for all students at Mareeba State School.