

# Mareeba State School

## Queensland State School Reporting

### 2014 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	Mrs Mandy Whybird (Principal)

## Principal's foreword

### Introduction

The Mareeba State School Annual Report outlines the progress of the school in 2014 in the key areas of student, curriculum and staff outcomes.

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. We strive to ensure that every child reaches their potential.

As a school based in the Far Northern Region, we align our core priorities to the Regional Priorities:

1. Improving teaching
2. Refining and embedding data-driven decision –making
3. Implementing Systems Leadership models and tools at all leadership levels
4. Connecting parents and caregivers with their children's learning

Mareeba State School adds to this list the core priority of maintaining a school culture that actively and explicitly promotes Positive Behaviour for Learning.

In fulfilling these priorities we also ensure that we contribute to meeting our Region's Service Commitment which states that:

100% of students graduate as confident, healthy young Australians and achieve:

- An OP and enter university or
- A clear VET pathway to employment or
- Paid employment of 25+ hours/week or
- Alternative pathways for some students with special needs

Through a strong commitment to providing Explicit Instruction aligned to the Australian Curriculum, our school has a proud record of continuing improved performance in relation to NAPLAN student outcomes.

Mareeba State School also has a clear commitment to students' social and emotional well-being. This is evidenced through the school's use of the "You Can Do It!" program.

The high expectations culture that exists at Mareeba State School is also evident in:

Student Behaviour: Our school has a published and P & C endorsed Responsible Behaviour Plan which clearly outlines behaviour expectations and consequences.

Learning: Differentiated learning opportunities support student success. These occur by means of:

- in built differentiation in classroom programs which are evident in every lesson, every day (eg Reading Groups, Spelling Mastery, EMMS/GEMMS, Extension groups)
- extra-curricular opportunities which occur outside of classroom activities (eg Student Reading Cafes, Beading, Friendship Groups, Beading, Footy on the Oval, Futsal at lunch, Greatest Morning Tea, Optiminds, Environmental Group, Peer Supporter Group, Computer Lab)

Teaching: Teachers use evidence-based pedagogical approaches (based on the work of Hollingsworth and Ybarra) to maximise student success. This includes the use of:

- explicit teaching of key concepts
- warm ups to transfer knowledge from short to long-term memory

Attendance: Mareeba State School promotes the key message that "Everyday Counts!" We have a school target of 95% and we regularly track and monitor our performance in relation to this goal both on a whole school and a class-by-class basis.

Uniform: Students who attend Mareeba State School are encouraged to wear full school uniform on a daily basis.

Mareeba State School delivers a well-rounded education for its students with a commitment to academic, leadership, sporting and cultural activities for students. Students are able to participate in organised events such as Readers' Cup, Student Council, Choir, AUSLAN Group, Instrumental Music and school camps.

Our NAPLAN and School Opinion Survey data reflects the school's successful outcomes in key areas.

## School progress towards its goals in 2014

Explicit Teaching	<p>School progress is reflected in:</p> <ul style="list-style-type: none"> <li>• The refinement of the school’s explicit instruction model to be used by all staff based on the, Opening the Lesson, I do, We do, You do, Lesson Review structure.</li> <li>• The continued refinement of “Warm Ups” to consolidate student learning and to move knowledge from short term to long term memory.</li> <li>• The implementation of the Australian Curriculum in the key learning areas of English, Mathematics, Science, Geography and History.</li> <li>• The continued implementation of the Spelling Mastery Direct Instruction program for Years 3-7.</li> <li>• The ongoing use of coaching and feedback to maintain a clear focus on quality teaching practises</li> <li>• The differentiation of curriculum to cater for all students, including those capable of performing in the upper two bands in NAPLAN tests.</li> </ul>
Refining and embedding data-driven decision-making	<ul style="list-style-type: none"> <li>• School-wide benchmarks set for Literacy and Numeracy</li> <li>• Student data regularly tracked and monitored through the use of One School data base</li> <li>• Response To Intervention Model implemented to track and monitor the effectiveness of learning interventions on individual student outcomes</li> </ul>
Implementing Systems Leadership models and tools at all leadership levels	<ul style="list-style-type: none"> <li>• Principal and Deputy Principal SRDs published</li> <li>• Annual Action Plans for Principal and Deputy Principals enacted</li> <li>• Teaching and Learning and Discipline Audit recommendations implemented</li> </ul>
Connecting parents and caregivers with their children’s learning	<ul style="list-style-type: none"> <li>• Parent-teacher interviews held twice yearly</li> <li>• Newsletters published fortnightly</li> <li>• Parent workshops held on a regular basis with a focus on developing parent</li> </ul>

	capacity to support students in the areas of Reading and Numeracy
Focus on creating a calm and disciplined environment	<ul style="list-style-type: none"> <li>• Continued engagement of Behaviour Management Teacher</li> <li>• Focus on school wide systems for supporting positive behaviour</li> </ul>

### Future outlook

In 2015 the school will continue to actively embed the FNQ Improved Teaching system. The key priorities for 2015 include:

1. The continued refinement and implementation of the school's explicit instruction and consolidation models including the continued development of staff capabilities in explicit teaching through regular coaching and feedback.
2. A clear focus on teaching critical content as determined by the Australian Curriculum.
3. The continued refinement of data-based decision making processes, including the use of cohort Data Meetings to drive the Response to Intervention approach to improving outcomes for every student through targeted differentiation.
4. The ongoing commitment to maintaining clear communication with parents, caregivers and community.
5. The ongoing use of Classroom Profiling as an integral tool in maintaining excellent learning environments.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	741	356	385	90%
2013	803	406	397	91%
2014	835	398	437	93%

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

### Characteristics of the student body:

School enrolment continued to grow in 2014. Of an enrolment of 814, 47% of students were girls and 53% were boys. The school has an ICSEA score of 870 and the school is recognized as operating in a low socio-economic environment. In 2014, 34% of students at Mareeba State School were Indigenous students. At the end of the 2014 school year, most Year 6 and 7 primary students continued their education at Mareeba State High School.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	23	24
Year 4 – Year 7 Primary	27	27	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	123	126	171
Long Suspensions - 6 to 20 days	6	6	5
Exclusions <sup>#</sup>	0	0	0

Cancellations of Enrolment	0	0	0
----------------------------	---	---	---

# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings:

Mareeba State School follows an Explicit Teaching approach from Prep to Year 7.

Following the Fleming Model, the school follows the pedagogy of “I Do, We Do, You Do” with the implementation of “Warm ups” in Literacy and Numeracy lessons.

The school follows the Australian Curriculum in English, Maths, Science, History and Geography.

The C2C is also utilised as a resource when planning units of work.

**Individualised Learning** - Students also engage in various differentiated classroom programs to enhance their learning. Programs include Reading Groups, Spelling Mastery and EMMS and JEMMS.

**Extension** - 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 the 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.

**AUSLAN Group** – This talented group utilises the AUSLAN signing program to ensure that all members of the school community are included in important school messages. The group also regularly performs along-side the school choirs.

### Extra curricula activities:

The school has an active **Student Council** which promotes student leadership and runs several environmental, school and community projects.

The school’s **classroom music program** is complemented by the **Instrumental Music Program** for students in Years 4-7. The school also has **Junior and Senior choirs** and a **school band** all of which perform regularly at community functions.

**Sport and HPE** are a regular feature of the curriculum. Mareeba State School provides active and supervised **lunchtime activities** everyday with student games including indoor soccer, netball and football. The Mareeba District also offers numerous opportunities for students to compete and excel at district and regional levels in a wide range of sports.

The school also participates in the **Readers’ Cup** and other curriculum competitions, including **ICAS competitions**.

The school runs an **annual camp** for Year 6 students as well as a number of student excursions.

Community involvement is a fundamental aspect of our school. The community participates through the P & C, the bi-annual **school fete** and the **Fancy Dress Ball**.

### **How Information and Communication Technologies are used to assist learning**

A range of electronic devices including computers, iPads and tablets are utilised across our school to assist in the integration of Information Communication Technology throughout our Key Learning Areas. Interactive Whiteboards enhance learning in every classroom.

Every classroom at Mareeba State School is fitted with a sound field system.

The school is due for a wireless upgrade in 2015.

### **Social Climate**

Mareeba State School promotes a School Wide Positive Behaviour System. Students and staff adhere to three I Care expectations: I Care about Myself and Others, I Care about Safety and I Care about Learning. The adherence to a school-wide approach to positive behaviour, which is explicitly taught through classroom lessons, ensures a positive and supportive school climate where getting along with others, resilience and quality learning are key priorities.

Mareeba State School has a full time **Guidance Officer** who works across the whole school supporting students and parents and assisting with the running of school programs. The school also has the support of a **School Chaplain** who works with individual students, groups of students and whole classes to provide Pastoral Care. The chaplain also organises breakfast club each Monday.

To help provide a supportive environment, the school offers a comprehensive lunch time activity program. Activities include: beading, art club, computer café, lunch-time sport, games in the library and drama club.

The school also provides emergency lunches, school uniforms and stationery supplies for students in need.

The use of a school-wide Social Emotional Learning Program focusing on our "I Care" rules and the important skills of Confidence, Persistence, Resilience, Organisation and Getting Along (You Can Do It!) has contributed to a positive environment that promotes learning. The anti-bullying programs and on-going lessons in combating bullying and building the skills required to solve a problem that are used across the school, have contributed to the high satisfaction rating surveyed from parents and students about being happy to come to our school.

In 2014, parent responses to our school opinion survey regarding school climate, highlighted that 100% of parents reported being satisfied that their child feels safe at this school.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	93%	100%
this is a good school (S2035)	100%	93%	100%
their child likes being at this school* (S2001)	100%	92%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	86%	100%
their child is making good progress at this school* (S2004)	100%	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	96%
teachers at this school motivate their child to learn* (S2007)	100%	86%	100%
teachers at this school treat students fairly* (S2008)	100%	93%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	86%	96%
student behaviour is well managed at this school* (S2012)	100%	100%	96%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	96%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	93%	99%	98%
they like being at their school* (S2036)	94%	94%	98%
they feel safe at their school* (S2037)	91%	91%	96%
their teachers motivate them to learn* (S2038)	98%	97%	98%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	95%
teachers treat students fairly at their school* (S2041)	90%	90%	92%
they can talk to their teachers about their concerns* (S2042)	83%	93%	93%
their school takes students' opinions seriously* (S2043)	89%	91%	91%
student behaviour is well managed at their school* (S2044)	87%	85%	83%
their school looks for ways to improve* (S2045)	97%	97%	94%
their school is well maintained* (S2046)	91%	92%	90%
their school gives them opportunities to do interesting things* (S2047)	91%	98%	95%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	97%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		94%	97%
student behaviour is well managed at their school (S2074)		100%	97%
staff are well supported at their school (S2075)		100%	93%
their school takes staff opinions seriously (S2076)		100%	97%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		97%	93%

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

# 'Agree' represents the 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 and 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.

Mareeba State School supports the Management of Young Children Program for parents and carers requiring support in parenting children with behavioural issues. The school also involves parents in the Early Childhood Development Program to identify children with special needs prior to their enrolment in Prep. Furthermore, parents are 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 2014 these included a P&C Meet and Greet BBQ at the start of the year, a "Day Out in Your School" event, parent information nights, various reading, maths and NAPLAN information workshops.

## Reducing the school's environmental footprint

Mareeba State School is actively working with students and parents to help reduce our school's environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	386,256	15,057
2012-2013	390,069	18,625
2013-2014	379,930	35,014

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

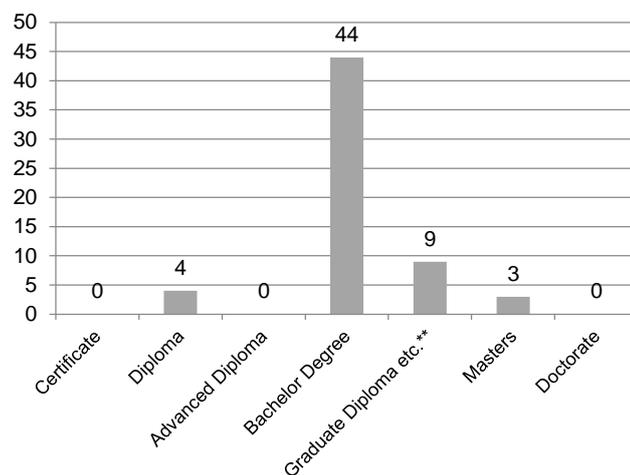
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	60	37	7
Full-time equivalents	57	26	6

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	44
Graduate Diploma etc.**	9
Masters	3
Doctorate	0
<b>Total</b>	<b>60</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 2014 were \$14043.25.

The major professional development initiatives are as follows:

- \* Curriculum development aligned to Australian Curriculum
- \* Coaching and Mentoring
- \* Explicit Teaching and the utilisation of effective Warm Ups/Consolidations
- \* Essential Classroom Management Skills
- \* Profiling
- \* Supporting students with disabilities

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

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

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	89%	88%

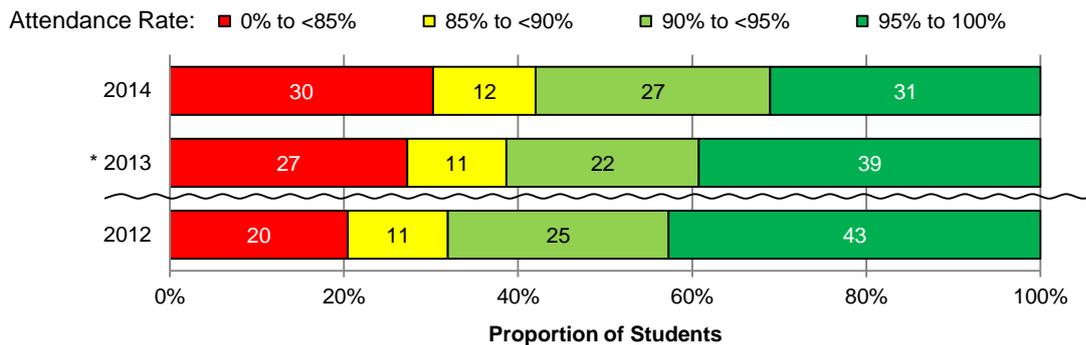
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	92%	91%	91%	91%	92%	88%	90%					
2013	89%	91%	90%	88%	90%	90%	88%					
2014	87%	88%	91%	90%	88%	84%	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 after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Absences for which a satisfactory reason has been provided are considered *explained absences*, and the student's enrolment is viewed as continuous. Undertaking a leisure activity such as shopping, visiting friends and relatives, fishing or camping, is encouraged to occur on non-school days such as weekends and holidays.

If there is no explanation from the Parent/Caregiver regarding a student's regular absence or lateness the school implements the following processes:

- Each week unexplained absence letters are generated and posted home to parents requesting a reason or providing an explanation for all absences. Parents are asked to provide the reason for the unexplained absences, sign and return the *Unexplained Absence Letter*.
- If any unexplained absence letters are not returned within 3 days, or if a regular pattern of non-attendance is observed the Principal, Deputy Principal or Family Liaison Officer will contact home by phone, conduct a home visit or post a letter where contact is not made.
- Where there is a continuation of unexplained absences, or absences without satisfactory reasons, parents will be required to attend a meeting with the Principal or Deputy Principal to address issues contributing to these absences and to discuss implementation of appropriate strategies and support mechanisms.
- Where unsatisfactory attendance still continues, the Principal or Deputy Principal may commence formal processes associated with *Enforcement of Compulsory Schooling and Compulsory Participation* as per Education Queensland policy up to and including referral by the Director General for prosecution under the Education (General Provisions) Act.

At Mareeba State School, we are committed to achieving our attendance target and continually improving and promoting attendance and achievement by:

- Employing a Family Liaison Officer to facilitate communication between school and families.
- Maintaining an internal school system to manage the referral of frequent absentees or prolonged absenteeism to Family Liaison Officer.
- Updating school attendance data on a weekly basis with students at parades and within individual classrooms.
- Monitoring school data to identify patterns and trends across students, families and year levels in order to implement targeted strategies.
- Actively supporting the Mareeba Attendance Accord.
- Publishing a school target for attendance and discussing attendance data regularly with all students, parents and the broader community.
- Including regular articles regarding the importance of attendance in the school newsletter
- Working collaboratively with community organisations (eg PaCE, TCASS) to promote the message of Everyday Counts and to support families to have their children at school everyday
- Regularly updating the Attendance Notice board located outside the staffroom so Attendance can be showcased regularly.

Rolls are marked twice daily at the commencement of the school day and after the first recess. If a student is absent for three consecutive days and no reason has been provided, or if the student is regularly absent without satisfactory explanation, the school makes contact with that student's parent/guardian to ascertain the reason for his/her absence.

The school also has a system for rewarding those students who attend regularly, including the issuing of Attendance Certificates for those students in each year level who achieve 100% attendance and hosting 100% morning teas each term for students who attend school 100% of the term. Classes who meet attendance targets are acknowledged on school assemblies. A school noticeboard celebrated those students who achieve 100% attendance.

In 2015 an SMS messaging service will be implemented to assist in the management of unexplained absences.

### 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.

#### 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

Whilst Mareeba State School has made some important gains towards Closing the Gap in Indigenous outcomes and this is evidenced in our relative gain data and the fact that our school performs at a higher level than Like Schools in both Reading and Numeracy NAPLAN measures, we still have significant work to achieve in this area.

One of the most challenging areas for the school in this regard, relates to attendance where Indigenous students attend at a rate of 81.5% compared to their non-Indigenous peers of 90.9%.

Nevertheless, Mareeba State School remains committed to improving the outcomes of our Indigenous students by continuing to reflect on our results and ensure that we implement evidence-based programs and processes to improve student outcomes. We are also committed to actively developing school-community partnerships in order to effectively address the challenges we face in Closing the Gap.