

Mareeba State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The Mareeba State School Annual Report outlines the progress of the school in 2015 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.

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.

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 in the Early Years and an SEL Program in the upper school.

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

Student Behaviour: Our school has a current and published 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, Art Club, Friendship Groups, 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) and the work of Mr John Fleming (Consultant: Haileybury College) 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 2015

<p><u>Explicit Teaching:</u></p>	<p>School progress is reflected in:</p> <ul style="list-style-type: none"> • The refinement of the school’s explicit instruction model used by all staff based on the, Opening the Lesson, I do, We do, You do, Lesson Review structure. • The continued refinement of “Warm Ups” to consolidate student learning and to move knowledge from short term to long term memory. • The implementation of the Australian Curriculum in the key learning areas of English, Mathematics, Science, Geography and History. • The continued implementation of the Spelling Mastery Direct Instruction program for Years 1 - 6. • The ongoing use of coaching and feedback to maintain a clear focus on quality teaching practises • The differentiation of curriculum to cater for all students, including those capable of performing in the upper two bands in NAPLAN tests.
<p><u>Refining and embedding data-driven decision-making:</u></p>	<ul style="list-style-type: none"> • School-wide benchmarks set for Literacy and Numeracy • Student data regularly tracked and monitored through the use of One School data base • Response To Intervention Model implemented to track and monitor the effectiveness of learning interventions on individual student outcomes
<p><u>Implementing Systems Leadership models and tools at all leadership levels:</u></p>	<ul style="list-style-type: none"> • Principal and Deputy Principal, Head of Inclusive Practices Specific Role Descriptions published • Annual Action Plans for Principal and Deputy Principals enacted • Teaching and Learning and Discipline Audit recommendations implemented • Annual Development Plans undertaken with all teaching staff

<p><u>Connecting parents and caregivers with their children's learning:</u></p>	<ul style="list-style-type: none"> • Parent-teacher interviews held twice yearly • Newsletters published fortnightly • Parent workshops held on a regular basis with a focus on developing parent capacity to support students in the areas of Reading and Numeracy • Transition and orientation program developed to facilitate the successful entry to formal schooling for Prep children
<p><u>Focus on creating a calm and disciplined environment:</u></p>	<ul style="list-style-type: none"> • Continued engagement of Behaviour Management Teacher • Focus on school wide systems for supporting positive behaviour for learning • Ongoing professional development for staff on the successful management of student behaviour

Future outlook

In 2016 the school will continue to actively embed explicit teaching and the use of warm ups. The key priorities for 2016 include:

1. The continued refinement and implementation of the school's explicit instruction and consolidation models including the ongoing development of staff capabilities in explicit teaching. This will be supported through regular coaching and feedback.
2. A clear focus on teaching critical content as determined by the Australian Curriculum with units of work regularly moderated to define consistent standards.
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 and the Essential Skills for Classroom Management as integral tools for maintaining excellent learning environments.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	803	406	397	263	91%
2014	835	398	437	288	93%
2015	797	383	414	282	92%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

School enrolment continued to grow in 2015. Of an enrolment of 797, 49% of students were girls and 51% were boys. The school has an ICSEA score of 867 and the school is recognized as operating in a low socio-economic environment. In 2015, 35% of students at Mareeba State School were Indigenous students. At the end of the 2015 school year, most Year 6 primary students continued their education at Mareeba State High School.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	24	20
Year 4 – Year 7 Primary	27	25	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	126	171	103

Long Suspensions - 6 to 20 days	6	5	3
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Mareeba State School delivers the Australian Curriculum and utilizes the C2C resources to effect this implementation. The school maintains a strong focus on literacy and numeracy to ensure solid foundational learning for all students.

Consistency of curriculum implementation across each year level is important at the school and teachers participate in cohort planning days each term to facilitate the delivery of high quality and consistent curriculum.

Extra curricula activities

Mareeba State School values a well rounded education for all students that includes academic, sporting and cultural components.

The school has an active **Student Council** which promotes student leadership and runs several environmental, school and community projects. School leaders also run the weekly school parades and represent the school at significant community functions such as ANZAC Day.

The school's **classroom music program** is complemented by the **Instrumental Music Program** for students in Years 4-6. The school also has a **school choir** and a **school band** both of which perform regularly at community functions. The AUSLAN group regularly supports the choir, signing at school and community events.

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. An Active After-school program also runs each term to provide students with the opportunity to engage in a variety of sporting activities outside of those offered during HPE lessons. In term 4, the school offers a Learn to Swim Program for all students from Prep to Year 6.

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 across various year levels.

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 as well as through NAIDOC Day celebrations.

How Information and Communication Technologies are used to improve 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. Two computer labs also operate at the school.

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

The school undertook a wireless upgrade in 2015 which now sees every classroom wirelessly enabled.

Social Climate

Mareeba State School promotes a School Wide Positive Behaviour System. Students and staff adhere to three expectations: I am safe, I am respectful and I am a learner. 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: robotics, 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 three school-wide expectations 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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	93%	100%	96%
this is a good school (S2035)	93%	100%	96%
their child likes being at this school (S2001)	92%	100%	96%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	86%	100%	96%
their child is making good progress at this school (S2004)	92%	100%	95%
teachers at this school expect their child to do his or her best (S2005)	93%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	86%	96%	94%
teachers at this school motivate their child to learn (S2007)	86%	100%	94%
teachers at this school treat students fairly (S2008)	93%	91%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	96%
this school works with them to support their child's learning (S2010)	100%	100%	95%
this school takes parents' opinions seriously (S2011)	86%	96%	94%
student behaviour is well managed at this school (S2012)	100%	96%	84%
this school looks for ways to improve (S2013)	100%	100%	96%
this school is well maintained (S2014)	100%	96%	96%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	98%	99%
they like being at their school (S2036)	94%	98%	97%
they feel safe at their school (S2037)	91%	96%	94%
their teachers motivate them to learn (S2038)	97%	98%	98%
their teachers expect them to do their best (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	99%	95%	98%
teachers treat students fairly at their school (S2041)	90%	92%	93%
they can talk to their teachers about their concerns (S2042)	93%	93%	95%
their school takes students' opinions seriously (S2043)	91%	91%	98%
student behaviour is well managed at their school (S2044)	85%	83%	85%
their school looks for ways to improve (S2045)	97%	94%	98%
their school is well maintained (S2046)	92%	90%	97%
their school gives them opportunities to do interesting things (S2047)	98%	95%	98%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	94%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	100%	97%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	95%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	94%	97%	94%
student behaviour is well managed at their school (S2074)	100%	97%	88%
staff are well supported at their school (S2075)	100%	93%	94%
their school takes staff opinions seriously (S2076)	100%	97%	94%
their school looks for ways to improve (S2077)	100%	100%	97%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	97%	93%	94%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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.

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 2015, 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. Furthermore, parents are encouraged to help out in classrooms and with our Student Learning Café every Tuesday and Thursday morning.

At the conclusion of 2015, the school commenced a community engagement project involving Dr George Otero. The aim of the project is to promote the active involvement of families from across the culturally diverse Mareeba community in the school.

Reducing the school's environmental footprint

Mareeba State School is actively working with students and parents to help reduce our school's environmental footprint. The school also promotes responsible citizenship through the student Environmental Committee.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	390,069	18,625

2013-2014	379,930	35,014
2014-2015	398,093	14,728

*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.

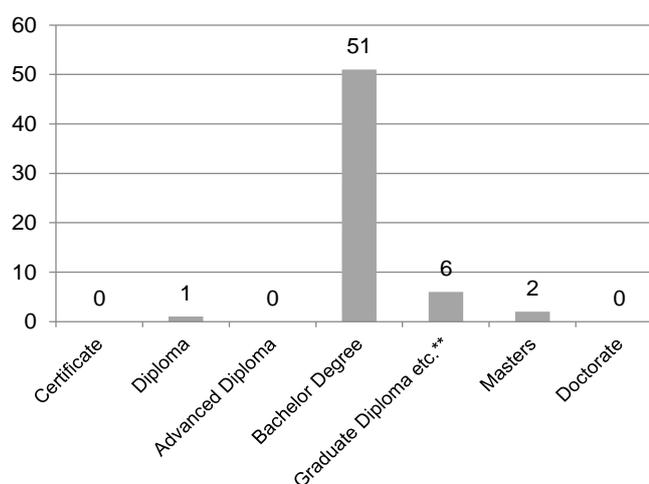
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	60	41	6
Full-time equivalents	56	28	6

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	51
Graduate Diploma etc.**	6
Masters	2
Doctorate	0
Total	60



*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 2015 were \$26246.28.

The major professional development initiatives are as follows:

- * Curriculum development aligned to Australian Curriculum
- * Coaching and Mentoring
- * Teaching of Reading
- * 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 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 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

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	89%

The attendance rate for Indigenous students at this school (shown as a percentage). 82% 82% 82%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

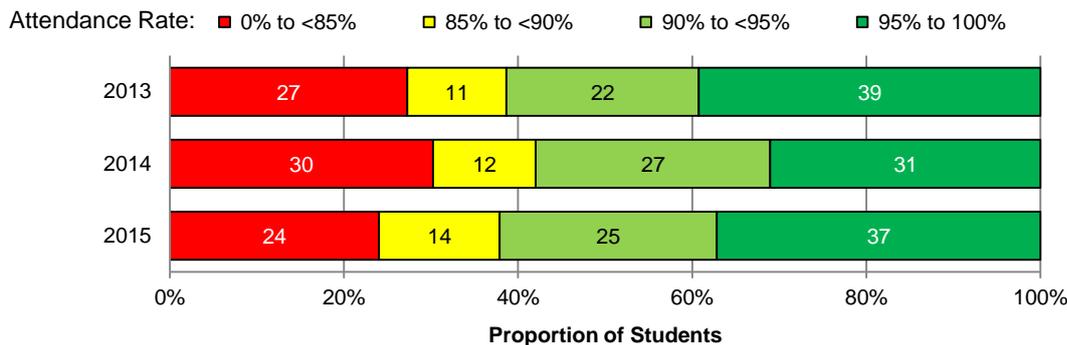
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	89%	91%	90%	88%	90%	90%	88%					
2014	86%	87%	88%	91%	90%	88%	84%	88%					
2015	89%	88%	90%	88%	91%	90%	90%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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:

- Daily text messages are sent to the parent/caregiver for students who have an unexplained absence.

- 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, Deputy Principal or Principal.
- Case-managing students who are educationally at-risk through attending school less than 85%
- 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 Wannabe, TCASS) to promote the message of Everyday Counts and to support families to have their children at school everyday

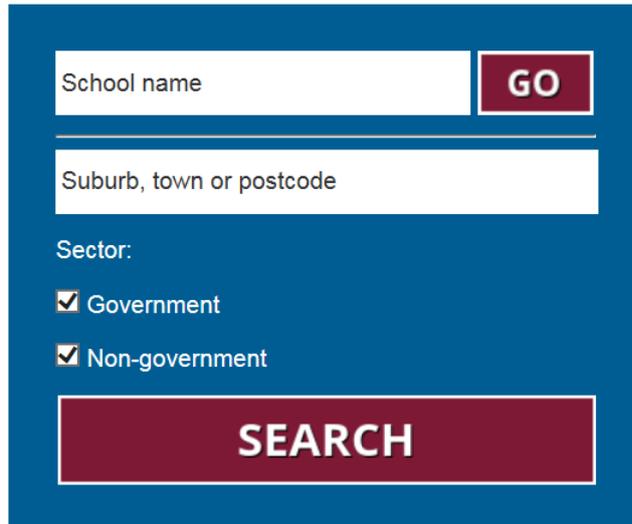
Rolls are marked twice daily at the commencement of the school day and after the first recess. Text messages for unexplained absences are sent at 9:50am. If a student is absent for three consecutive days and no reason has been provided, or if the student is regularly absent without satisfactory explanation, the school makes personal 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 celebrates those students who achieve 100% attendance.

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

The image shows a search form titled 'Find a school' with a blue background. It contains the following elements:

- A text input field labeled 'School name' with a red 'GO' button to its right.
- A text input field labeled 'Suburb, town or postcode'.
- A 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'.
- A large red button with the word 'SEARCH' in white capital letters.

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.