Principal’s foreword

Introduction
This School Annual Report provides parents and members of the wider school community with information about school performance and activities within our school. The School Annual Report is prepared each year to detail the various aspects of school life.

Maroochydore SS is an engaging school, with students who are keen participants in their learning and to the daily school life. The school has an active P&C Association and their effort and support enhances the school environment across the year.

School progress towards its goals in 2011

Maroochydore State School has a unique and supportive learning environment. All staff have worked hard to provide an engaging and innovative learning environment catering to every student’s individual needs.

Provided world class educational facilities with the aid of upgrades brought about by B.E.R. (Building Education Revolution).

We have made improvements to our Literacy, Numeracy and Science programs to ensure improvement in outcomes for all of our students in their learning activities and developed a school Curriculum Framework to support its implementation.

We continue to foster positive social interactions with nearby schools through sporting and social events and fostering positive community relationships.

Implemented appropriate support for the itinerant students in our school who arrive largely from interstate and overseas.

Provided P.D. opportunities that allowed staff from Coalition schools to make comparable judgments in assessment and reporting.

Professional development is a major Emphasis in our ICT Plan which ensures that our students have access to the latest programs.
**Future outlook**

Our key areas for improvement as defined in our School Operational Plan for 2012 include:

- Build excellence in classroom pedagogy and a professional learning environment across the school
- Use data reflective practices to enhance teaching and learning activities for all students and embed high expectations for all students learning. Includes Closing the Gap and Extension programmes
- ACARA implementation – across English, Science and Mathematics
- Embed ICT practices into all areas of teaching and learning activities
- Ensure MSS continues to provide a safe, supportive environment by maximising use of facilities and resources across the school
- Reflect on the Curriculum Audit and embed recommendations into school practice
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>246</td>
<td>110</td>
<td>136</td>
<td>83%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Maroochydore State School is a co-educational school with an average population of around the 250 mark. As new families arrive in search of a new life and others purchase homes in new developments, enrolment numbers can fluctuate.

Our school services the communities of Maroochydore, Cotton Tree and Alexandra Headlands. The demographics of these communities are continuing to change with an increasing number of quality townhouses and multi-storey units complimenting the established residential areas.

Approximately 93% of our student population comes from an English speaking background. We continue to enhance our school with many new enrolments from overseas. A number of these families are connected to the Sunshine Coast University or professional employment. Some of these students have limited English and are consequently supported by E.S.L. staff.

The main industries in the area are wholesale and retail trade, hospitality and tourism, construction, as well as finance and business services.

The school has classes from Prep to Year 7. Across the school there are a combination of single year level classes and some multi-age classes.

The school also has classes in an ECDP for young students with multiple disabilities.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.8</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>23.9</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 day</td>
<td>1</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings
Our school values achievement in all aspects of the curriculum: academic, sporting and cultural. We believe that our children learn at different rates and with different learning styles, and that we should persist in encouraging all students to produce their best work at all times. As well as the regular key learning areas, Maroochydore State School offers:

- Gold Pass enrichment activities
- Instrumental Music
- Smart Moves
- Support-a-Talker and Support-a-Reader
- ICAS Testing participation
- Intra, Inter School, District, Regional and State sporting opportunities
- Close links with Maroochydore SHS for senior students
- Science Enrichment Facility

Extra curricula activities

- After School Activities – Sporting and The Arts based activities
- After School Care
- BULS – Boys Understanding Life Skills
- GLOSS – Girls Living Out Social Skills
- Program Achieve
- Kids with Courage (Year 5)
- Inter-school sport and District Carnivals
- Year 6&7 Surf Awareness and Surf Skills
- Multi-Cultural Festival
- Leadership Program for Years 6&7 students
- Project Extend – A transition program linking the local secondary school with Maroochydore State School

- Indigenous art and cultural activities lead by local community members
- Indigenous leadership camp conducted by leaders from within the local indigenous Community

- Year 5 Science and Engineering Competition at Sunshine Coast University
- Environmental Excursions

How Information and Communication Technologies are used to assist learning

Maroochydore SS has multiple computer laboratory areas and each classroom is also equipped with SmartBoards, computers and digital cameras. The classrooms and the Library are fully networked, with access to the Internet and a diverse range of educational, multi-literacy software and multimedia programs.

Class teachers work with our ICT coordinator on skills development, or on using the computers to complement the integrated units of work planned for the students.

Our students can access programs that help promote fine motor skills, hand-eye coordination, problem solving, thinking and team building skills.
Our school at a glance

They publish stories, complete research, create digital presentations and can present assessment items in a variety of formats.

We cater for a variety of learning styles through the use of computers across the curriculum. On-going professional learning for all staff is a priority, with staff attending seminars and workshops at the I.C.T. Centre at the University of the Sunshine Coast.

Social climate

Our aim at this school is to produce capable, confident and caring students in a supportive school Environment. Our student support team consists of the principal, chaplain, guidance officer, school nurse, teachers and learning support teacher. Our well-respected chaplain provides an extra level of care for students, parents and teachers, working closely with staff to provide support where needed and within class programmes.

The programs are social skill based programs that help build a strong sense of community at our school.

We connect closely with our local secondary school (Maroochydore S.H.S.) which ensures that our senior students have a smooth transition into their next phase of learning.

Our school has a strong leadership program which prepares students for future life and at the same time promotes positive behaviour across our school campus.

Parent, student and teacher satisfaction with the school

Parents and students indicated a level of satisfaction with our school comparable to all State Schools. They believe that they are getting a good education and that Maroochydore State School is a good school. We are aiming to improve our SOS data across all areas to be higher than the State average.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>69%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>87%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Our parents are actively encouraged to become involved in the education of their children. Good communication between school and home is of paramount importance in establishing strong and lasting relationships between all school community members.

Clear communication channels are established through a whole school “meet and greet” evenings organised by the P & C, school newsletters, formal and informal parent/teacher interviews, school reports and assemblies with special activities.

Parents are invited to participate as part of the P & C Association.
Parents take an active role in Home Reading and those who are able, support classroom learning by acting as volunteers. We also have a Ready Reader program working within our school.

We have a SCIPS (Supporting Children in Primary Schools) worker supporting families in our school. The SCIPS worker is able to connect families with inter-agency support when it is required thus ensuring ready access to an engaging education.

Reducing the school’s environmental footprint

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

Our school is environmentally sensitive toward our planet and as result the following measures have been adopted to help reduce our “Carbon Footprint”.

These measures include:
- Sensor lighting in all new buildings
- Encouraging the turning off of lights
- Solar system installed on roof
- Running as “dark” school program which reduces power costs and has also reduced Vandalism
- Sensible water harvesting from our Covered Play Areas
- A tanks to toilets program where toilets are flushed with harvested water
- Slow flow taps fitted with anti-vandal tap fittings

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (KWh)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>120,504</td>
<td>3,290</td>
</tr>
<tr>
<td>2010</td>
<td>133,584</td>
<td>640</td>
</tr>
</tbody>
</table>

% change 10 - 11
-10% 414%
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>24</td>
<td>15</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>18</td>
<td>12</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>19</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development
The total funds expended on teacher professional development in 2011 was $20,056. The major professional development initiatives are as follows:

- Literacy Initiatives – First Steps Reading, 7 Steps to Writing, Spelling, Planning and Program development with the Regional P.P.O.
- Numeracy Initiatives - School Based Mental Computation and Development of a Maroochy Coalition Mathematics Program
- Science Sparks Initiative Yr 4 – 7 teachers
- One School Assessment and reporting procedures
- Development of assessment Policy (Data Plan) for whole School
- Development of the Curriculum Framework aligned across year levels and through the major K.L.A.s throughout the school
  - Emergency and Evacuation Procedures

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year
From the end of the previous school year, 86% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source
School income broken down by funding source is available via the My School website at http://www.myschool.edu.au.
To access our income details, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>.
Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
**Key student outcomes**

**Student attendance - 2011**
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

**Student attendance rate for each year level**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>96%</td>
<td>94%</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
</tr>
</tbody>
</table>

**Student Attendance Distribution**
The proportions of students by attendance range.

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.

Procedures for reducing absenteeism are as follows:
1. Develop a positive approach on school attendance with students and the wider school community. Emphasising the policy that “every day counts”. (Phone contact with families)
2. Recording and following up on student absences by making parents aware of unexplained absences. (Mail requests by AO2)
3. Monitoring the non-attendance patterns such as days of the week. (Review of rolls by class teacher and AO2)
4. Developing a positive approach about school and the benefits to be derived from attending school. Building a positive partnership with families that develop a positive approach to school. (Make telephone and written contact when absenteeism becomes an issue)
5. Collaborating with inter-agencies in developing a positive approach to the schooling of our students. (Notify government agencies)

**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/](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.
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.
We are continuing to work on eliminating the gap in academic performance and attendance between Indigenous and non-Indigenous students at Maroochydore State School. While we only have a small number of Indigenous students we continue to have had some pleasing success. Particularly in the area of student attendance where attendance trend data is now very similar to non-Indigenous students.