Maroochydore State School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Maroochydore State School strives to produce 'Capable, Confident and Caring' students.

Be Safe, Be Respectful, Be Responsible, Be a Learner.

Relationships are the key to success and it's advantageous for the student to know that their parents communicate regularly with the class teacher. We recognise that students learn at different levels and that there is a need for them to feel successful and also believe that learning should involve enjoyment as well as intellectual rigour.

Our curriculum is based on the Australian Curriculum and explicit teaching is of paramount importance during teaching and learning activities. Extra-curricular activities include cultural performances, instrumental music, Under 8's Day activities and participation by the school leaders and student group in Anzac Day and Remembrance Day services. The school has a number of activities with Maroochydore State High School to assist in the transition to Year 7 including Bright Minds and Mathematics Day of Excellence.

Our Chaplain supports children and their families two days a week and this includes the Thursday Breakfast Club. The Chaplain runs a number of programmes across the year and this includes Shine and Unlimited for our Year 6 students.

Maroochydore State School has a supportive and dedicated staff who demonstrate a strong commitment to our students and to the learners within our school.

Principal's Foreword

Introduction

Maroochydore State School is the 'hidden jewel' of Maroochydore. It is a school full of energy and a welcoming place for everyone within the small school atmosphere.

Established on its present site in 1924 the school has continually grown and is now a picturesque place to enhance positive and supportive learning. A number of our early students came to and from school by boat and for today's students watching planes head to and from the local airport is a common sight.

Our classrooms are well equipped with up-to-date resources and all staff and students have a wonderful opportunity to engage with a variety of IT devices and learning opportunities for the future.

All students are encouraged to be active participants in their learning each day and be part of a school community that values a culture of success. Our school seeks to improve the performance of every learner, supported by respected and experienced school staff that connect with every student.

- Excellence in academic achievement
- High standards of student behaviour
- Strong curriculum implementation
- Integration of IT technology into the daily teaching and learning activities

We are constantly reflecting and revitalising current practices to create new futures and individual successes, and to engage the modern learner no matter how diverse their needs are.

Our school has an active P&C Association, which greatly contributes to our small school community feel. Through the P&C support we are able to provide a range of resources that are available to all of our students.

This School Annual Report provides parents and members of the wider school community with information about school performance and activities within our school.

Not Yet Started (to be started in 2017)	Partially Completed (to be continued in 2017)	Fully Completed (to be embedded in 2017

Focus Area	School Priorities	Progress
Feedback	To students To parents To peers	Verbal, written, goal setting
		Pro-active – positive phone calls, parent/teacher interviews, informal catch ups
		Reflective practices – writing coach
Reading, Writing, Numeracy	Gradual Release of Responsibility Model Explicit teaching in focus weekly lesson Reading Tutor Programme Making Differentiation a Habit	Reading and writing, moderation practices
		Numeracy lessons, mental warm ups
		Targeted students
		Using a variety of strategies in the classroom pedagogy.
Coding	Implementing coding activities Professional development for staff	Classroom, desktop and iPad based activities Developing a learning community
Attendance	95% student attendance	Parent engagement, messaging service

Future Outlook

Key areas for improvement as outlined in the QSR process for 2016 to 2019 include:

• A focus on attendance
• A continued implementation of the Australian Curriculum
• A culture of reflective feedback and continuous improvement for all
• A positive school wide culture
• An improvement in student achievement across Year 3, Year 4 and Year 5 as evidenced by NAPLAN
• Using data analysis cycles to inform classroom programmes for all of our learners
• Continue the focus on improving the results of our students in the Upper 2 Bands
• Embed whole school agreed evidenced based pedagogical practices across Literacy and Numeracy
• Continuing to embed the use of ICTs across teaching and learning activities
• Well informed parents as partners in their child's education

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	234	110	124	24	87%
2015*	237	121	116	21	78%
2016	232	116	116	25	82%

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 2016, 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

Overview

Students attending Maroochydore State School come from diverse backgrounds and mixed socio-economic backgrounds. A small percentage of our students are of an Aboriginal or Torres Strait Islander descent, and over 25 different language backgrounds are represented across the student population.

Maroochydore State School has classes from Prep to Year 6 as well as an Early Childhood Development Program. Traditionally the school has had a combination of single year level classes and a small number of multi-age classes. All staff actively engage children with a variety of teaching and learning strategies across the school day.

We promote a positive learning environment through the use of our 4 School Rules (4 Bees, Be Safe, Be Respectful, Be Responsible and Be a Learner) and through our courtyard display pencils, we highlight, warm smiles, strong caring hearts, helping hands and being actively involved.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	21
Year 4 – Year 7	19	24	20
Year 8 – 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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

Our school values achievement in all aspects of the curriculum across academic, sporting, musical and cultural events.

Our teaching and learning activities include differentiation for a variety of learning styles and all staff actively encourage high expectations for all students in producing their best effort and work.

The influences on our curriculum framework include:

- Explicit teaching and learning activities
- Numeracy Mental Warm Ups
- School Wide Positive Behaviour Support (SWPB)
- Gradual Release Model in reading and writing
- Integration of ICT into teaching and learning activities
- Languages other than English (LOTE) Japanese, using Djembe drums in Music lessons, Health and Physical
- Education lessons, English as an Additional Language (EAL/D)
- Learning Support for engaging students in positive educational experiences
- Using ICT in the classroom to enhance teaching and learning activities

Co-curricular Activities

- Thursday Breakfast Club
- Instrumental programme
- Under 8's day
- Active After School Care
- Related curriculum enhancement visits. Arts Council performances with a musical drumming focus and Science
- Shows
- Anzac Day and Remembrance Day participation
- Shine programme for Year 6 girls and Unlimited programme for boys
- Athletics and Cross Country programmes
- Talent Quest
- End of Year 6 night
- Project Extend and Bright Minds for transition to Maroochydore State High School

How Information and Communication Technologies are used to Assist Learning

Our school continues to enhance the IT capabilities of all students and staff with access to a wide range of IT devices and applications.

The iPads continue to be well used and the students are capable of using them in a variety of ways, including for productivity and creative applications.

The Library has touchscreen computers for whole class activities and for use at break times.

Learning to code is happening across the school and there are a number of opportunities for students to programme robots.

All staff continue to access PD and a number of staff have not only attended conferences but been presenters and active lead contributors in online learning forums.

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Social Climate

Overview

At Maroochydore State School significant emphasis is placed on providing a learning environment where all students feel safe and supported. Our school pencils, in the forecourt area are reminders of the positive traits that should be evident every day.

The pencils encourage us with these words - warm smile, strong caring hearts, helping hands, active participant.

Be Safe, Be Respectful, Be Responsible and Be a Learner, our behaviour expectations, embrace our school's climate and all staff are pro-active in teaching all students 'what we would like them to do, instead of telling them what not to do.' Bullying is not tolerated and is communicated as unacceptable to our students. Students, both the bullied and the bystander, are encouraged to report any incident as it occurs for prompt investigation and actions.

Our student support team consists of the Principal, the Head of Curriculum, classroom teachers and teacher aides, a Guidance Officer, School Nurse and Physiotherapist. The Chaplain also provides an extra level of support and care for students, parents and staff. This includes the very popular Mother's Day morning tea and the Father's Day breakfast.

The P&C is active in involving parents in school activities as well as fund raising activities. The school community is encouraged to participate in this important decision making school group at the monthly P&C meeting. A well supported initiative saw P&C funds directed to paying for all students to attend 4 cultural performances across the year.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	95%	82%
this is a good school (S2035)	94%	85%	73%
their child likes being at this school* (S2001)	94%	100%	91%
their child feels safe at this school* (S2002)	89%	100%	86%
their child's learning needs are being met at this school* (S2003)	100%	95%	77%
their child is making good progress at this school* (S2004)	100%	95%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%	82%
teachers at this school motivate their child to learn* (S2007)	94%	100%	82%
teachers at this school treat students fairly* (S2008)	83%	89%	68%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	91%
this school works with them to support their child's learning* (S2010)	88%	100%	91%
this school takes parents' opinions seriously* (S2011)	89%	95%	77%
student behaviour is well managed at this school* (S2012)	67%	89%	68%
this school looks for ways to improve* (S2013)	100%	95%	76%
this school is well maintained* (S2014)	100%	100%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	98%	97%
they like being at their school* (S2036)	96%	93%	95%
they feel safe at their school* (S2037)	97%	96%	98%

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Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
their teachers motivate them to learn* (S2038)	89%	96%	98%
their teachers expect them to do their best* (S2039)	99%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	91%	97%
teachers treat students fairly at their school* (S2041)	90%	87%	86%
they can talk to their teachers about their concerns* (S2042)	87%	86%	95%
their school takes students' opinions seriously* (S2043)	86%	93%	83%
student behaviour is well managed at their school* (S2044)	76%	74%	82%
their school looks for ways to improve* (S2045)	98%	98%	97%
their school is well maintained* (S2046)	94%	96%	94%
their school gives them opportunities to do interesting things* (S2047)	89%	98%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	95%	100%	96%
they feel that their school is a safe place in which to work (S2070)	95%	96%	96%
they receive useful feedback about their work at their school (S2071)	95%	96%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	95%
students are encouraged to do their best at their school (S2072)	95%	100%	96%
students are treated fairly at their school (S2073)	95%	100%	93%
student behaviour is well managed at their school (S2074)	90%	96%	96%
staff are well supported at their school (S2075)	95%	88%	93%
their school takes staff opinions seriously (S2076)	95%	87%	92%
their school looks for ways to improve (S2077)	95%	100%	96%
their school is well maintained (S2078)	95%	100%	93%
their school gives them opportunities to do interesting things (S2079)	95%	96%	96%

* Nationally agreed student and parent/caregiver items
# '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

At Maroochydore State School we believe that education is a partnership between the student, their parent and the school. We actively encourage all parents to meet regularly with their child's teacher to further improve the child's learning outcomes as well as to establish new goals and support for the needs of the child.

The parent and community engagement highlight again this year was both the Mother's Day morning tea and the Father's Day breakfast. Both activities were extremely well supported and greatly added to our school atmosphere.

Along with supporting the school's goals with fundraising activities the P&C also operate the tuckshop and uniform shop which provides the school community with an invaluable service.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

All staff engage students in a positive formal learning classroom and a supportive playground environment. All staff also refer to

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the 4 School Rules to complement pro-active approaches, (Be Safe, Be Respectful, Be Responsible and Be a Learner).

Being safe and respectful develops positive interactions in the whole school setting – in classrooms and in the playground. Staff continue to be pro-active around this in both formal and informal teaching situations.

Do the High Five – to resolve a situation
Bullying – No Way and the National Day of Action

Chaplain programmes such as Shine and Unlimited are included for Year 6 students

Friendship Seats are in the senior and junior playground areas

Everyone has the right to feel safe, to be treated with fairness, to be valued and feel accepted for who they are.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	22	6	16
Long Suspensions – 6 to 20 days	0	0	0
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.

Environmental Footprint

Reducing the school's environmental footprint

Regular monitoring and maintenance of taps and toilet cisterns enabled us to reduce water usage through the identification of leaking aging underground pipes. Sensor lightning has been installed and with reminders of being more aware of turning off air conditioners when the room is not being used has made a difference.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	139,213	54,564
2014-2015	130,124	13,658
2015-2016	138,411	2,903

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	23	23	<5
Full-time Equivalents	18	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	3
Graduate Diploma etc.**	
Bachelor degree	20
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $12,289.

The major professional development initiatives are as follows:

- Compulsory training suite – Code of Conduct, Student protection, Keys to Managing information, Health safety and
- Well Being, Internal Controls
- Emergency Procedures and Asbestos
- Anaphylaxis and Asthma Training
- First Aid, WPH&S
- ICT – including Coding and P-3 IT engagement
- Profile Training
- Numeracy, Writing, Reading and Spelling

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	85%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

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AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	94%	90%	89%	91%	93%	87%	90%	88%					
2015	90%	92%	88%	92%	90%	90%	88%						
2016	91%	91%	94%	89%	89%	93%	89%						

*Attendance rates effectively count 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:
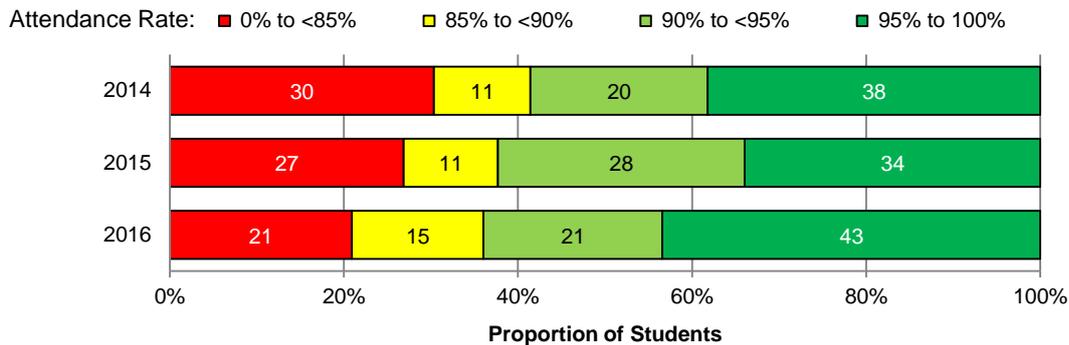
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Maroochydore State School teachers mark the roll twice each school day.

Daily absences require notification via phone call, email from web site attendance box or a letter from the parent explaining the absence. If the school is not notified the school makes a follow up call to parents seeking an explanation.

If unexplained absenteeism continues, warning letters are issued and followed up.

In addition, we use pro-active strategies to increase attendance with newsletter articles about the negative impact that absenteeism has on student learning being published throughout the year. At-risk students can be targeted with a counselling programme in an endeavour to improve their attendance.

NAPLAN
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

School name   **GO**

Suburb, town or postcode

Sector:

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