



Mission Beach State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Mission Beach State School has been proudly serving the community of Mission Beach since 1954. At our school we strive to develop social, emotional, physical and academic attributes in all students while fostering strong community spirit. Experienced teachers develop our Prep to Year 6 curriculum offering, based on the Australian Curriculum for English, Mathematics, Science and History and Geography. Our other curriculum areas draw upon Education Queensland's Curriculum Framework. This is further enhanced by Gifted and Talented strategies, Early Intervention strategies and Learning & Special Needs Support. We maintain a clear focus on explicit Numeracy and Literacy teaching. Literacy and Numeracy remains an important element in all other learning areas as well. Our school is active in the community, participating in Anzac Day, eisteddfod competitions, working with local art and drama groups and local sporting organisations. The value of the parental role in education is well recognised at Mission Beach. Parents are encouraged to become actively involved in the school, with our Parents and Citizens Association providing the advice and additional resources critical to our success. Parent volunteers in classrooms and other school activities provide an invaluable school/home link.

Our school has a growing environmental role and presence in our community with our Wetlands Rehabilitation Project supported by a wide range of local organisations and our sustainable garden, a project of our P&C Association. Our students are also engaged in activities that support local environmental groups.

Principal's Foreword

Introduction

Mission Beach State School's annual report contains information for parents and the community on the performance and achievements of the school in 2015. It draws on information from the National Assessment Program - Literacy and Numeracy (NAPLAN) for year 3, 5 and 7, the School Opinion Survey and school based data from school based documents and OneSchool. Mission Beach State School staff is proud of our commitment to ensuring that every day, in every classroom, every child is learning and achieving.

School Progress towards its goals in 2016

Our major improvement priority for 2016 was the development of a school wide understanding of, process for and recording of curriculum planning in English that clearly articulated the differentiated outcomes for all students in each unit of work. This process was facilitated in a way that built expertise within the school in a select group of teachers who became curriculum leaders in each of their areas of the school – lower, middle and upper. This then provided opportunity for internal and continuous capability development for all staff. Towards the end of the year, all staff had worked with the planning model with the leadership of our curriculum team. Only the initial unpacking of a unit of work was completed with all staff, with further supported work to occur in 2017, leading to increased capability, comfort and increasing understanding. This work will continue throughout 2017 along with consideration of a similar Mathematics model.

The ongoing refinement of Explicit Teaching as a foundation pedagogy within the school was, and remains a priority, with most staff well versed in this pedagogical practice. Staff capability building is central to this priority.

The effective use of data to inform practice remains a priority for ongoing refinement.

Future Outlook

Development of a core curriculum leadership team with a clear focus on alignment between Australian Curriculum, C2C and the enacted teaching and learning in all

classrooms. This includes the refinement of developed processes for English and the development of a similar process for Mathematics.

The development of a consistent pedagogical approach to spelling has become a priority through the investigation across the school of current practices and student outcomes.

Aligned with systemic priorities, moderation will also be a central focus of work in the school in the coming year.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	314	147	167	14	89%
2015*	299	145	154	19	92%
2016	308	139	169	17	91%

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

Mission Beach State School had 314 students in 2016. Classes are single year levels where possible, with composite class groups formed as needed as a result of student numbers and staffing allocations.

Our school attempts to maintain all class sizes at or below state targets.

Culturally the student body in 2014 was 2% Indigenous Australian and 10% Cook Islander. The remainder of the student body identified as non-indigenous Australian.

The school caters for a number of students with disabilities who are integrated where possible and supported by two Students with Disabilities Teachers and teacher aides through a cluster based special needs hub.

The majority of students who complete year 6 at Mission Beach State School attend Tully State High School for their secondary education.

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	19	23	24
Year 4 – Year 7	27	29	24
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our school offers learning in the following areas, aligned with the Australian National Curriculum:

- English
- Mathematics
- Science
- History
- Geography
- Health and Physical Education
- The Arts
- Technology

Co-curricular Activities

In addition to our classroom academic program, we offer:

- Instrumental Music
- Cook Islander Dancing
- Lunchtime Visual Art
- Lunchtime Drama
- Lunchtime Dance
- A wide range of sports including soccer, rugby league, netball, tennis, athletics, AFL and softball.
- Arts Council and other visiting performances
- School Camps and Excursions
- Clean Up Australia Day engagement.

How Information and Communication Technologies are used to Assist Learning

Every classroom in the school is equipped with interactive whiteboards which are accessed through teachers' laptop computers, These whiteboards are used extensively across the school by teachers and students, allowing student engagement in the learning structure of lessons.

In addition we have mobile banks of laptop computers available to all classes to provide ease of access for students in lessons.

An increased focus on the ICT competencies embedded in the National Curriculum provides a clear direction for work in this area.

We also have increasing banks of mobile resources – iPads – which are being used extensively across the school as staff become more aware of their potential for increased learning outcomes and develop their expertise and comfort in the use of these devices.

Social Climate

Overview

Mission Beach State School is proud of its reputation as a central part of a caring community that values its children and education. At Mission Beach State School we strive to provide an environment where all children feel safe and valued. Our school Responsible Behaviour Plan for Students identifies the attitudes, values and behaviour necessary to ensure this. A vigorous school wide implementation of the "You Can Do It" program, strongly supported by all staff and students is central to developing an environment for children that supports their ongoing social and emotional development.

Strong positive relationships between staff, students and parents ensure open and honest communications contributing to an environment of shared responsibility. The school enjoys positive and productive relationships with many community groups.

There is strong focus on acknowledging those students who consistently choose to behave appropriately through immediate feedback (Way To Go), weekly acknowledgement on parade and classroom acknowledgement. The school's responsible behaviour for learning system encourages students to self-evaluate and accept personal responsibility for their own improvement.

Students work towards achieving various key behaviour levels with the aim of achieving the highest level – "Gold". Particular acknowledgement is accorded to those students achieving and maintaining "Gold" status.

School opinion surveys indicate a high level of parent (94%), staff (100%) and student (95%)

satisfaction with how student behaviour is managed. In addition, 98% of parents, 98% of students and 100% of school staff feel the school provides a safe environment for learning.

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)	97%	97%	96%
this is a good school (S2035)	100%	100%	96%
their child likes being at this school* (S2001)	97%	97%	98%
their child feels safe at this school* (S2002)	100%	97%	98%
their child's learning needs are being met at this school* (S2003)	87%	91%	94%
their child is making good progress at this school* (S2004)	97%	97%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	97%	98%
teachers at this school motivate their child to learn* (S2007)	97%	94%	98%
teachers at this school treat students fairly* (S2008)	93%	97%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	100%
this school works with them to support their child's learning* (S2010)	97%	97%	94%
this school takes parents' opinions seriously* (S2011)	97%	94%	90%
student behaviour is well managed at this school* (S2012)	90%	91%	94%
this school looks for ways to improve* (S2013)	97%	97%	94%
this school is well maintained* (S2014)	97%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	98%	98%
they like being at their school* (S2036)	99%	91%	97%
they feel safe at their school* (S2037)	96%	98%	98%
their teachers motivate them to learn* (S2038)	93%	99%	100%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	96%
teachers treat students fairly at their school* (S2041)	96%	93%	96%
they can talk to their teachers about their concerns* (S2042)	92%	93%	93%
their school takes students' opinions seriously* (S2043)	100%	88%	95%
student behaviour is well managed at their school* (S2044)	97%	89%	95%
their school looks for ways to improve* (S2045)	96%	97%	96%
their school is well maintained* (S2046)	97%	96%	99%
their school gives them opportunities to do interesting things* (S2047)	96%	94%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	96%	88%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	94%	95%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	96%	97%	100%
their school takes staff opinions seriously (S2076)	100%	97%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	97%

* 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

Parents are encouraged to participate in their child's education through:

- Involvement in the structured reading program in classrooms providing additional support for classroom teachers.
- Art and Technology activities.
- Classroom resource person – sharing their expertise for special class activities.
- School information sessions.
- Tuckshop volunteer.
- Volunteering to assist with sports days and sporting teams.
- Accompanying students on excursions and camps.
- Involvement with P&C Association.
- Support a Reader/Support a Writer Volunteers across the school.

Our school organises six monthly review meetings with parents of identified students to refine or develop individual education plans to meet students' specific needs.

Additionally, teachers regularly inform parents of any emerging issues, including modifications required to normal classroom curriculum to meet student needs and the implementation of Individual Curriculum Plans (ICP).

Respectful relationships programs

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

Our school has strong structured development of Social and Emotional Learning through the "You Can Do It" program. This program focusses not only on the keys to successful learning, but also on managing relationships with others in a thoughtful, considered and respectful manner.

We also provide our students with access to visiting programs that reinforce personal safety and healthy personal relationships – Bravehearts, Ditto.

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	1	0	0
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

Solar electricity generating panels have been installed and continue to assist in the reduction of the school's electricity usage. In addition to this, all existing light fittings in classrooms and the administration block have been upgraded to more energy efficient LED fittings. These two measures have assisted us in managing power consumption across the school. Monitoring power usage during break times – turning off lights, air conditioners and fans - has also helped to reduce our electricity usage across the school. The installation of a single large energy efficient fan in our multi purpose hall, replacing eight smaller fans, has added to our energy efficiency.

Water consumption is managed through general awareness communications to all staff and students on the need to manage our water consumption – turn taps off after use, inform admin of leaks/broken fixtures, reduce garden watering. All school community members are aware of the need to reduce water usage and help to identify, and provide solutions to issues identified at the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	106,706	1,590
2014-2015	132,809	1,793
2015-2016	99,286	

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

Sector:

Government

Non-government

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	15	0
Full-time Equivalents	20	10	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	18
Diploma	2
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were **\$4000.00**

The major professional development initiatives are as follows:

- Curriculum development and design – in school with regional support
- QCAA –NAPLAN
- Regional Physical Education development
- Business Services Manager's training
- Principal meetings
- CPR for all Staff
- Gifted and Talented Worksop
- Unit planning on One School
- Timetabling on One School
- Explicit Teaching – in school, whole staff

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.	97%	95%	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).	92%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	89%

*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%.

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	92%	92%	93%	93%	93%	92%	91%	95%					
2015	93%	93%	92%	90%	92%	94%	91%						
2016	89%	90%	91%	92%	91%	93%	91%						

*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 for 2015 (top) and 2016.

Attendance Rate	Proportion of Students at Attendance Category (%)				Attendance Category			
	< 85%	85% < 90%	90% < 95%	95% - 100%	Attendance Category			
91.5	19.0	15.3	29.7	36.0				
90.7	20.1	17.8	26.7	35.4				

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.

Teachers in classrooms mark electronic student rolls twice daily – once at 9:00 a.m, when instruction begins, and a second time immediately after the lunch break at 1.50pm. Our school manages roll marking electronically through the One School application.

Attendance is monitored daily by teacher and administration staff. Parents of students who are absent without explanation are contacted by phone daily to provide an explanation for the absence. Absence Reports are used at the end of each week to ensure parents of absent children are contacted, in writing, to explain all absences from school that remain unexplained.

All contact with parents is recorded on One School along with details of responses received.

When children will be absent from school in excess of 10 days, parents are required to complete an Exemption from Compulsory Schooling application which is reviewed by the principal.

The school actively promotes “Every Day Counts” through parade each week, newsletters and contact with parents. Awards are given at the end of each semester to acknowledge high levels of attendance.

Attendance is monitored with students at the end of each term using the OneSchool Dashboard.

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.



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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.

