

Mission Beach State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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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 2015

Priority	Progress	Future Outlook
Data driven decision making	All teachers continue to make use of extensive data sets to inform teaching and learning in classrooms and develop individual learning goals for students.	Identification of relevant data sets.
Continue the refinement of explicit teaching practices across all classrooms.	Ongoing refinement of pedagogical practices. Induction for new teachers into Explicit Teaching expectations.	Ongoing refinement of pedagogical practices.
Enhancing teacher and aide capacity through well researched professional development in the area of beginning reading.	Continue to build consistency of knowledge, understanding and implementation across all classes in the lower school.	Continue to build consistency of knowledge, understanding and implementation across all classes in the lower school.
Curriculum implementation aligned to Australian National Curriculum.	Australian Curriculum used as planning framework in all classrooms. Develop curriculum leaders to enhance planning and preparation in line with the National Curriculum and C2C	Build curriculum leadership across the school. Extend knowledge, understanding and consistent implementation of differentiated curriculum strategies across the school.

Identify foundation knowledge, skills and understandings in literacy and numeracy of incoming Prep students to allow effective program development.	Pre prep screening conducted, allowing the successful collection of data to inform programming choices for Prep for the beginning of the school year. Specific speech/ language data used to tailor teaching and learning to student needs.	Run process again for the coming year. Speech language pathologist to provide analysed data to enhance classroom planning.
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Future outlook

- Our school continues to consolidate effective, well researched pedagogy across all classrooms with significant focus on explicit teaching as our core pedagogical foundation. On-going staff development is central to this consolidation with opportunities for staff to engage with relevant professional development.
- 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.
- Identifying and implementing effective and efficient differentiated teaching and learning for all students including the ongoing development of skills/capacity to collect, analyze and use appropriate data to inform planning, teaching and learning.
- Continued enhancement of the current P-3 and Year 4-7 Reading Programs with a clear focus on the development of comprehension skills.
- The school will look to develop stronger links with the local pre prep providers in order to ensure readiness for school.
- Continued use of "Great Results Guarantee" funding to implement reading intervention programs in the lower school and build the capacity of all staff involved.

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	306	147	159	9	91%
2014	314	147	167	14	89%
2015	299	145	154	19	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>).

Mission Beach State School had 314 students in 2015. 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	19	20
Year 4 – Year 7 Primary	25	27	29
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	0	1	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.

Curriculum delivery

Our approach to curriculum delivery

Mission Beach State School provides a curriculum offering in line with Education Queensland's Key Learning Areas using curriculum materials developed by the Teaching and Learning Branch (Queensland Curriculum, Assessment and Reporting Framework), including Curriculum into Classroom resources supporting the implementation of the National Curriculum.

In addition to the standard curriculum, our school offers a quality instrumental music program for students in years 5 and 6. Children involved in the program become active members of either the junior or senior band, performing at school and outside functions and competitions.

A strong sports program sees our students presented with opportunities to participate in a wide range of sports at a school, district, regional and state level with students from Mission Beach strongly represented in all Tully District sporting teams.

Extra curricula activities

Extra curricula activities include, but are not limited to:

Involvement in a wide variety of sporting activities.

School camps and excursions.

Arts Council/visiting performers and educational presentations.

School band participation in community events and district/regional performances and competitions.

Maths Competition

Clean Up Australia Day

Community Environmental Activities with a focus on the school's developing wetlands project involving a variety of stakeholders including our local council, GBRMPA, Djiru and Giringun aboriginal groups and local businesses and our developing garden complex involving members of "Rare Fruit Australia Inc." and local community members.

How Information and Communication Technologies are used to improve 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. Restricted access to the internet through a limited connection has proved to be an impediment to full effective use of these resources. However, an upgrade to our connection is imminent and will provide enhanced opportunity to make more effective use of the resources with students in classes. 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

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 the 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 levels with the aim of achieving the highest level – "Gold".

School opinion surveys indicate a high level of parent (91%), staff (100%) and student (89%) satisfaction with how student behaviour is managed. Similar satisfaction rates are expressed for student safety.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	92%	97%	97%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	97%	97%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child feels safe at this school (S2002)	100%	100%	97%
their child's learning needs are being met at this school (S2003)	92%	87%	91%
their child is making good progress at this school (S2004)	89%	97%	97%
teachers at this school expect their child to do his or her best (S2005)	97%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	97%	97%
teachers at this school motivate their child to learn (S2007)	95%	97%	94%
teachers at this school treat students fairly (S2008)	100%	93%	97%
they can talk to their child's teachers about their concerns (S2009)	97%	93%	100%
this school works with them to support their child's learning (S2010)	91%	97%	97%
this school takes parents' opinions seriously (S2011)	97%	97%	94%
student behaviour is well managed at this school (S2012)	97%	90%	91%
this school looks for ways to improve (S2013)	100%	97%	97%
this school is well maintained (S2014)	100%	97%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	95%	98%
they like being at their school (S2036)	93%	99%	91%
they feel safe at their school (S2037)	95%	96%	98%
their teachers motivate them to learn (S2038)	98%	93%	99%
their teachers expect them to do their best (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	99%	98%
teachers treat students fairly at their school (S2041)	88%	96%	93%
they can talk to their teachers about their concerns (S2042)	86%	92%	93%
their school takes students' opinions seriously (S2043)	89%	100%	88%
student behaviour is well managed at their school (S2044)	93%	97%	89%
their school looks for ways to improve (S2045)	95%	96%	97%
their school is well maintained (S2046)	100%	97%	96%
their school gives them opportunities to do interesting things (S2047)	93%	96%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	95%	100%	100%
they receive useful feedback about their work at their school (S2071)	92%	96%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	97%	100%	100%
staff are well supported at their school (S2075)	95%	96%	97%
their school takes staff opinions seriously (S2076)	94%	100%	97%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	95%	100%	100%

'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).

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.

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
2012-2013	137,476	0
2013-2014	106,706	1,590
2014-2015	132,809	1,793

*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.

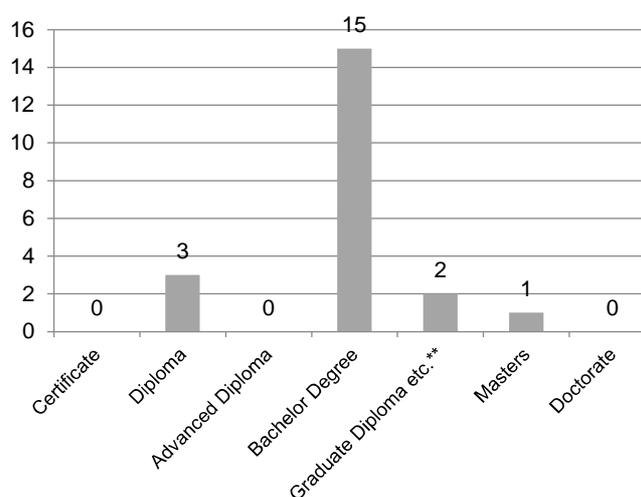
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	21	15	0
Full-time equivalents	19	10	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	2
Masters	1
Doctorate	0
Total	21



*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 \$ 5000.00

The major professional development initiatives are as follows:

State Principal's Conference

Youth Mental Health

Wellbeing – Social and Emotional Health

Computer workshops

Effective, Respectful Workplace Communications

Explicit Teaching

Mentoring and Coaching.

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%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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).	94%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	88%	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 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	93%	92%	96%	95%	95%	94%	94%	94%					

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

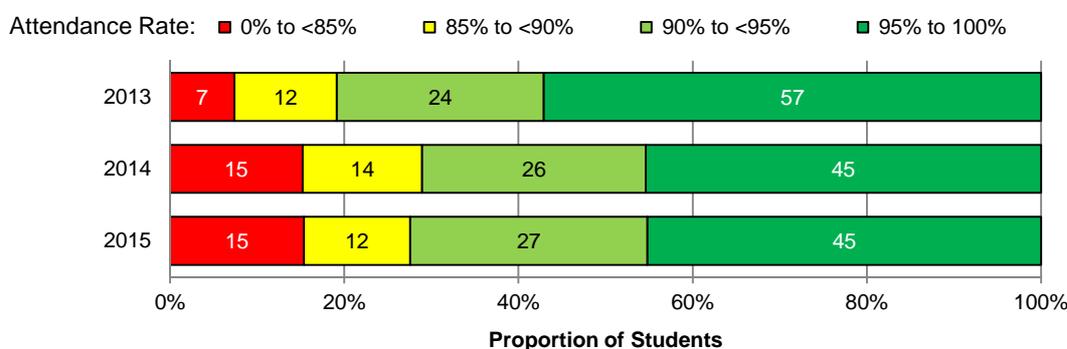
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	92%	93%	93%	93%	92%	91%	95%					
2015	93%	93%	92%	90%	92%	94%	91%						

*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.

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 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.

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

Sector:

Government

Non-government

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.