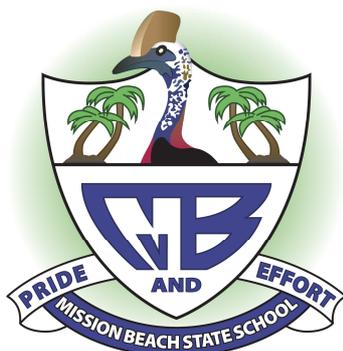


Mission Beach State School

Queensland State School Reporting

2013 School Annual Report



Postal address	Webb Road Wongaling Beach 4852
Phone	(07) 4088 8333
Fax	(07) 4088 8300
Email	the.principal@missbeacss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	The Principal : Mr Gordon Robertson

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 2013. 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.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

Priority	Progress	Future Outlook
Implementation of the Australian Curriculum with a clear focus on Explicit Teaching as the primary pedagogy	Australian Curriculum being effectively implemented in all classrooms across the school. Explicit Teaching being enacted by all teaching staff	Continue to implement Australian Curriculum as each learning area is approved and released. Continue to make use of Education Queensland Curriculum to Classroom (C2C) resources.
Alignment of prep programs and expectations with Regional expectations	Prep targets, benchmarks and achievements meet regional expectations.	Continue to develop and implement foundation learning programs in prep and year 1 classes.
Data Driven decision making	Teachers continue to refine their skills in the use of data to inform teaching and learning in all classes.	Ongoing development and refinement in this area.
Implement regional systems as required: Improving Teaching, Attendance, Consolidations and Behaviour Management	On going as required.	On going as required.
Participate in Junior Secondary Transition initiatives with cluster high school	Full participation in all initiatives available	On going participation as students approach secondary transition.

Future outlook

2014 sees a continuation of development and refinement of initiatives from previous years, in particular: Explicit Teaching, Coaching, Data use including benchmarks and targets and Curriculum Implementation.

Additionally our future focus includes:

The development of a whole school writing program following teacher professional development with "Seven Steps to Writing Success" as our informing framework.

The refinement of teaching practices in reading in the lower school for lower school teachers in line with current best practice.

The development of advanced knowledge and ability in supporting the teaching of reading for our teacher aides.

Reviewing and refining current intervention practices for identified students.

Development of literacy resources for parents with children entering prep in 2015.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	324	150	174	87%
2012	308	142	166	92%
2013	306	147	159	91%

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

Characteristics of the student body:

Mission Beach State School had 306 students in 2013. 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 2013 was 2% Indigenous Australian and 3% Cook Islander. The remainder of the student body identified as non-indigenous Australian. Students identified as having English as a second language are supported by trained staff.

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.

The majority of students who complete year 7 at Mission Beach State School attend Tully State High School for their secondary education.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	21	21	22
Year 4 – Year 7 Primary	25	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	5	10	0
Long Suspensions - 6 to 20 days	0	2	0

Our school at a glance

Exclusions	0	1	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

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 English, Mathematics and Science.

In addition to the standard curriculum our school offers a quality instrumental music program for students in years 5 to 7. 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 teams.

We have a whole school Virtues program running, seeking to develop in students personality traits, interpersonal relationships and behaviours that will help them to achieve life goals and become active contributors to our society.

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 presentations.

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

Maths Competition

Clean Up Australia Day

Community Environmental Activities – tree plantings

How Information and Communication Technologies are used to assist learning

Our school has a strong focus on the effective implementation of Information and Communication Technologies into the teaching and learning cycle.

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. These have full internet access through the wireless network which is available across the entire school. This ease of access and comprehensive internet and intra net access ensures effective use of the resources by students in their learning.

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. In addition, a whole school Virtues program provides a valuable framework for children to develop those personality traits that will make them successful members of society, now and into the future. 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.

Our school at a glance

Parent, student and staff satisfaction with the school

Parents and students consistently express high levels of satisfaction with all aspects of schooling at Mission Beach State School.

Specifically, parents clearly indicate that they believe the school to be a good one where children are learning effectively, are safe, treated fairly and like to attend.

This opinion is mirrored in the student data with students also indicating their belief that the school is a good one where they are getting a good education (100%), feel safe (95%) and like to attend (93%)

Likewise, staff at the school express consistently high levels of satisfaction in terms of their work at the school and the overall school environment.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	92%
this is a good school (S2035)	94%	100%
their child likes being at this school* (S2001)	94%	100%
their child feels safe at this school* (S2002)	91%	100%
their child's learning needs are being met at this school* (S2003)	94%	92%
their child is making good progress at this school* (S2004)	91%	89%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	92%
teachers at this school motivate their child to learn* (S2007)	88%	95%
teachers at this school treat students fairly* (S2008)	91%	100%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%
this school works with them to support their child's learning* (S2010)	94%	91%
this school takes parents' opinions seriously* (S2011)	84%	97%
student behaviour is well managed at this school* (S2012)	88%	97%
this school looks for ways to improve* (S2013)	94%	100%
this school is well maintained* (S2014)	97%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	93%	100%
they like being at their school* (S2036)	86%	93%
they feel safe at their school* (S2037)	94%	95%
their teachers motivate them to learn* (S2038)	96%	98%
their teachers expect them to do their best* (S2039)	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	96%

Our school at a glance

teachers treat students fairly at their school* (S2041)	87%	88%
they can talk to their teachers about their concerns* (S2042)	87%	86%
their school takes students' opinions seriously* (S2043)	90%	89%
student behaviour is well managed at their school* (S2044)	71%	93%
their school looks for ways to improve* (S2045)	97%	95%
their school is well maintained* (S2046)	91%	100%
their school gives them opportunities to do interesting things* (S2047)	88%	93%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	92%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	97%
staff are well supported at their school (S2075)	95%
their school takes staff opinions seriously (S2076)	94%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	95%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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.

Reducing the school's environmental footprint

Solar electricity generating panels have been installed and continue to assist in the reduction of the school's carbon footprint. In addition to this, all existing light fittings in classrooms and the administration block have been upgraded to more energy efficient 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 manage our electricity usage across the school.

Water consumption was reduced 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.

Water and electricity use increased in 2013. This will be addressed in 2014 with staff, students and administration with a focus on reduced air conditioning, improved internal lighting (LED technology) and the involvement of students in monitoring, informing and developing ideas around reduction of our resource consumption. Photo copying has increased due to the on line curriculum. There will be a reduction as teachers build resources and manage student homework.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	119,523	0
2011-2012	134,642	45
2012-2013	137,476	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

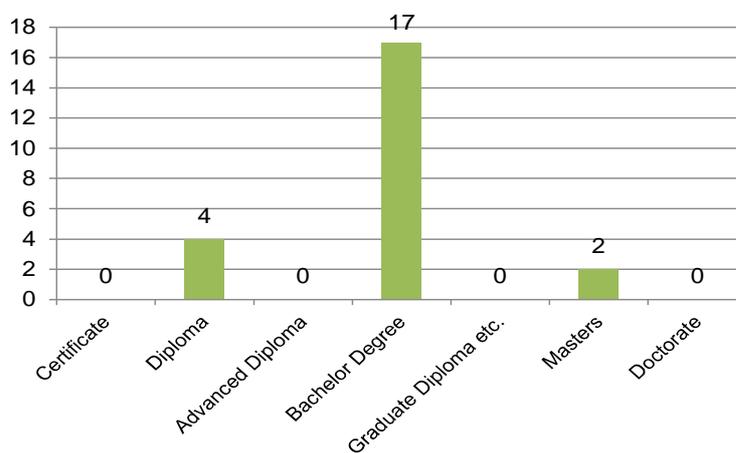
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	21	15	0
Full-time equivalents	20	9	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.	0
Masters	2
Doctorate	0
Total	23



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$10 057.

The major professional development initiatives are as follows:

Positive Education

Explicit Teaching

Spelling

Using Data

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	97%

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 2013 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

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

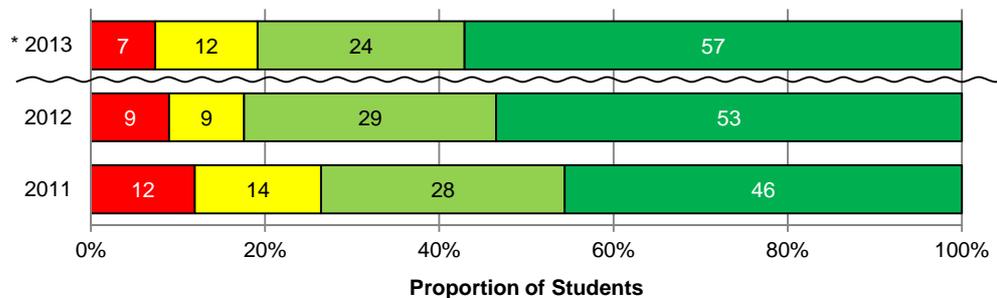
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	93%	92%	95%	94%	93%	94%					
2012	93%	94%	94%	94%	93%	94%	95%					
2013	92%	96%	95%	95%	94%	94%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

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. Our school has also adopted the regional Attendance System which clearly outlines actions to be taken.

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.

Parents of students who are absent without explanation are contacted by phone to provide an explanation for the absence. All contact with parents is recorded along with details of responses received.

Our school manages roll marking electronically through the One School application. Unexplained Absence Reports are used to ensure parents of absent children are contacted when necessary.

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.

Performance of our students

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Achievement – Closing the Gap

Attendance of our Indigenous students is very high, with students in attendance at a rate similar to or higher than our Non Indigenous students – 71% of Indigenous students with an attendance rate between 90% and 100% and the remainder greater than 70% attendance. In 2014 resources and staffing for explicit teaching in lower school reading will be targeted to continue to close the gap in Indigenous learning.