

# Mission Beach State School (1324)

## Queensland State School Reporting

### 2012 School Annual Report



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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 2012. 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 2012

In 2012 Mission Beach State School focused on the Improvement Agenda through the delivery of the Australian Curriculum and Explicit Teaching. English, Maths and Science were taught through Curriculum to Classroom (C2C). Each classroom was outfitted with reliable technology and teachers were supported with professional development to ensure a thorough delivery of the curriculum. An Explicit Teaching model was developed and embedded across the school. The role of the Learning Support Teacher was transformed to create a more data driven agenda.

### Future outlook

In 2013 Mission Beach State School will focus on Teaching and Learning and Wellbeing. Teaching and Learning will include a rigorous prep program aligned with FNQ Region expectations. Data driven decision making will include the continuation of the Learning Support Teacher's role and visual data for teachers, students and parents. Coaching for staff by the Principal and Learning Support Teacher will be implemented through a structured program focusing on Explicit Teaching, consolidations and classroom management. The new History curriculum will be supported from P-7 by the Librarian. The Arts program has been extended to include visual arts, performing arts and music. Well-being will be developed explicitly through whole school involvement in Positive Education.

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	343	165	178	89%
2011	324	150	174	87%
2012	308	142	166	92%

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

### Characteristics of the student body:

Mission Beach State School had 308 students in 2012. 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 2012 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		
	2010	2011	2012
Prep – Year 3	22	21	21
Year 4 – Year 10	26	25	24
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days		5	10
Long Suspensions - 6 to 20 days		0	2
Exclusions		0	1
Cancellations of Enrolment		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.

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### 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

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### 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.

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## 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.

## Parent, student and staff satisfaction with the school

Overall, parents, students and staff express great satisfaction with the school climate. Results of the School Opinion Surveys show that parents feel their children are safe at our school, that children are treated fairly and are happy to go to school each day.

Staff responses also indicate that staff members feel safe while at school and have high levels of satisfaction with the relationships that exist between staff members, between staff and students and between staff and parents at the school. Great satisfaction is expressed with the maintenance of the school at 97.1%. The staff share a very high morale at 98.5%.

General agreement exists within the parent and student groups that our school is a good school with students happy to attend each day.

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	97.1%
this is a good school	94.1%
their child likes being at this school*	94.1%
their child feels safe at this school*	91.2%
their child's learning needs are being met at this school*	94.1%
their child is making good progress at this school*	91.2%
teachers at this school expect their child to do his or her best*	97.1%
teachers at this school provide their child with useful feedback about his or her school work*	88.2%
teachers at this school motivate their child to learn*	88.2%
teachers at this school treat students fairly*	90.6%
they can talk to their child's teachers about their concerns*	93.9%
this school works with them to support their child's learning*	94.1%
this school takes parents' opinions seriously*	84.4%
student behaviour is well managed at this school*	88.2%
this school looks for ways to improve*	93.8%
this school is well maintained*	97.1%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	92.8%
they like being at their school*	85.9%
they feel safe at their school*	94.2%
their teachers motivate them to learn*	95.6%
their teachers expect them to do their best*	95.6%
their teachers provide them with useful feedback about their school work*	89.7%
teachers treat students fairly at their school*	87.0%
they can talk to their teachers about their concerns*	87.1%
their school takes students' opinions seriously*	89.6%

## Our school at a glance

student behaviour is well managed at their school*	71.0%
their school looks for ways to improve*	97.0%
their school is well maintained*	91.2%
their school gives them opportunities to do interesting things*	88.2%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	92.1%
with the individual staff morale items	98.5%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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

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

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, contributing to lower electricity usage. These two measures have assisted us in reducing 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 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 2012. This will be addressed in 2013 with staff, students and administration with a focus on reduced air conditioning and the possible instillation of water tanks for gardening. Photo copying has increased due to the on line curriculum. There will be a reduction as teachers build resources and manage student bookwork.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	141,166	13,573
2010-2011	119,523	0
2011-2012	134,642	45

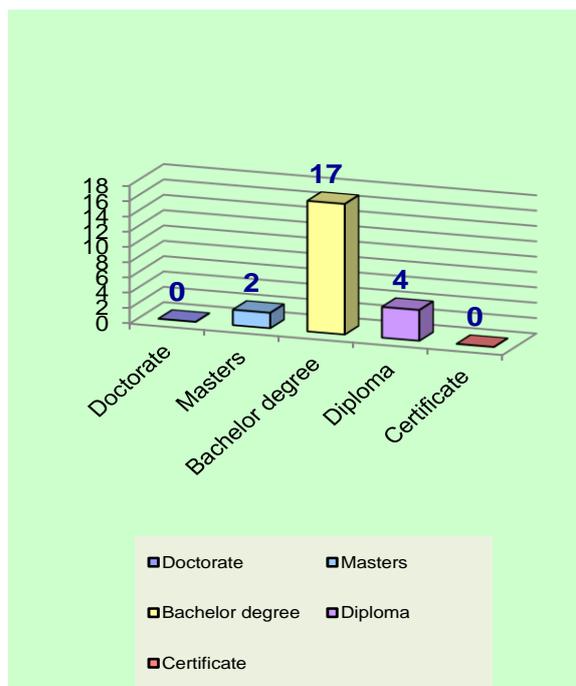
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	23	16	0
Full-time equivalents	21.8	9.8	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	17
Diploma	4
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$11,808.90

The major professional development initiatives are as follows: Spelling Mastery, Explicit Teaching, Essential Skills Classroom Management, IPADS, Consolidations.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012

# Our staff profile

Staff attendance for permanent and temporary staff and school leaders.

96.6%

97.8%

95.8%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 95.4% of staff was retained by the school for the entire 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

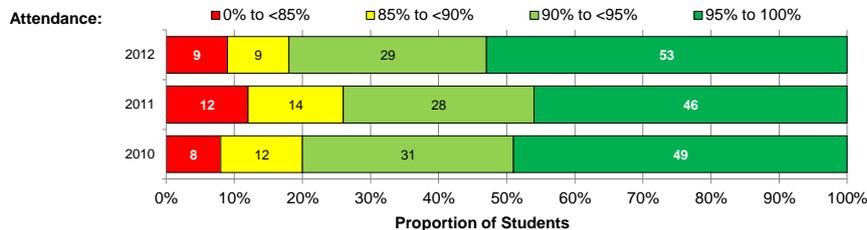
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	95%	93%	94%	94%	94%	94%	94%					
2011	92%	93%	92%	95%	94%	93%	94%					
2012	93%	94%	94%	94%	93%	94%	95%					

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 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.

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 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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)**

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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## Achievement – Closing the Gap

### 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 2013 resources and staffing for explicit teaching in lower school reading will be targeted to continue to close the gap in Indigenous learning.