

Mission Beach State School Queensland State School Reporting 2014 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 2014. 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 2014

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.	Ongoing skill development in the development of effective data sets and analysis of these to inform teaching and learning.
Continue the refinement of explicit teaching practices across all classrooms.	Explicit teaching being enacted in all classrooms,	Ongoing refinement of pedagogical practices.
Enhancing staff capacity in the teaching of writing.	Successful implementation of Seven Steps processes across all classrooms leading to improved writing outcomes for students.	Ongoing use of Seven Steps strategies and pedagogical approach to writing.
Enhancing teacher and aide capacity through well researched professional development in the area of beginning reading.	All relevant staff attended professional development and enacted enhanced strategies in lower school classrooms.	Extend to include Year 1 and 2 staff in professional development to build consistency and continuity.
Curriculum implementation aligned to Australian National Curriculum.	Australian Curriculum used as planning framework in all classrooms.	Continue to refine the implementation of existing curriculum areas and implement new learning areas when available.
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.	Run process again for the coming year.

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.
- Continued enhancement of the current P-3 and Year 4-7 Reading Programs with a clear focus on the development of comprehension skills.
- The further development of skills/capacity to collect, analyze and use appropriate data to inform teaching and learning remains a high priority.
- 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.
- Continue Seven Steps to Writing Success across the school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	308	142	166	92%
2013	306	147	159	91%
2014	314	147	167	89%

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

Characteristics of the student body:

Mission Beach State School had 314 students in 2014. 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 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 7 at Mission Beach State School attend Tully State High School for their secondary education.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	22	19
Year 4 – Year 7 Primary	24	25	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	10	0	1
Long Suspensions - 6 to 20 days	2	0	0
Exclusions [#]	1	0	0

Cancellations of Enrolment	0	0	0
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Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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.

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 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.

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. 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 (90%), staff (100%) and student (97%) satisfaction with how student behaviour is managed. Similar satisfaction rates (100%) are expressed for student safety.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	97%	92%	97%
this is a good school (S2035)	94%	100%	100%
their child likes being at this school* (S2001)	94%	100%	97%
their child feels safe at this school* (S2002)	91%	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	92%	87%
their child is making good progress at this school* (S2004)	91%	89%	97%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	92%	97%
teachers at this school motivate their child to learn* (S2007)	88%	95%	97%
teachers at this school treat students fairly* (S2008)	91%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	94%	97%	93%
this school works with them to support their child's learning* (S2010)	94%	91%	97%
this school takes parents' opinions seriously* (S2011)	84%	97%	97%
student behaviour is well managed at this school* (S2012)	88%	97%	90%
this school looks for ways to improve* (S2013)	94%	100%	97%
this school is well maintained* (S2014)	97%	100%	97%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	93%	100%	95%
they like being at their school* (S2036)	86%	93%	99%
they feel safe at their school* (S2037)	94%	95%	96%
their teachers motivate them to learn* (S2038)	96%	98%	93%
their teachers expect them to do their best* (S2039)	96%	98%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their teachers provide them with useful feedback about their school work* (S2040)	90%	96%	99%
teachers treat students fairly at their school* (S2041)	87%	88%	96%
they can talk to their teachers about their concerns* (S2042)	87%	86%	92%
their school takes students' opinions seriously* (S2043)	90%	89%	100%
student behaviour is well managed at their school* (S2044)	71%	93%	97%
their school looks for ways to improve* (S2045)	97%	95%	96%
their school is well maintained* (S2046)	91%	100%	97%
their school gives them opportunities to do interesting things* (S2047)	88%	93%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	100%
they feel that their school is a safe place in which to work (S2070)		95%	100%
they receive useful feedback about their work at their school (S2071)		92%	96%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		97%	100%
staff are well supported at their school (S2075)		95%	96%
their school takes staff opinions seriously (S2076)		94%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		97%	100%
their school gives them opportunities to do interesting things (S2079)		95%	100%

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

'Agree' represents the 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 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 manage 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	134,642	45
2012-2013	137,476	0
2013-2014	106,706	1,590

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.

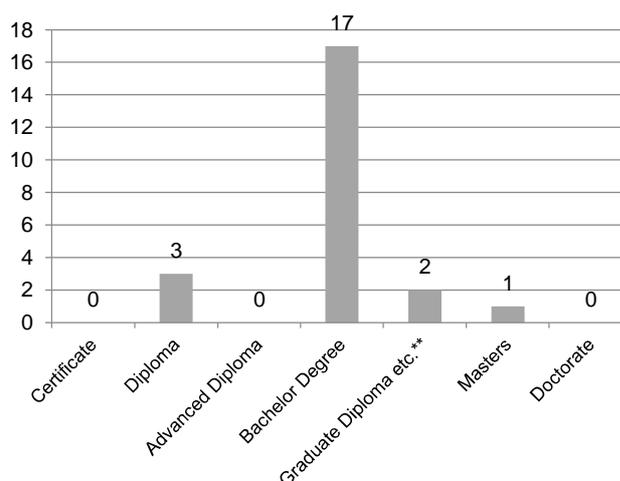
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	23	14	0
Full-time equivalents	21	10	0

Qualification of all teachers.

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	2
Masters	1
Doctorate	0
Total	23



*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 2014 were \$22110.50

The major professional development initiatives are as follows:

- Seven Steps to Writing Success – all staff
- Literacy Solutions –prep teachers and aides
- Explicit Teaching – Anita Archer
- Regional Explicit Teaching Modules

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	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 2014 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

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	92%

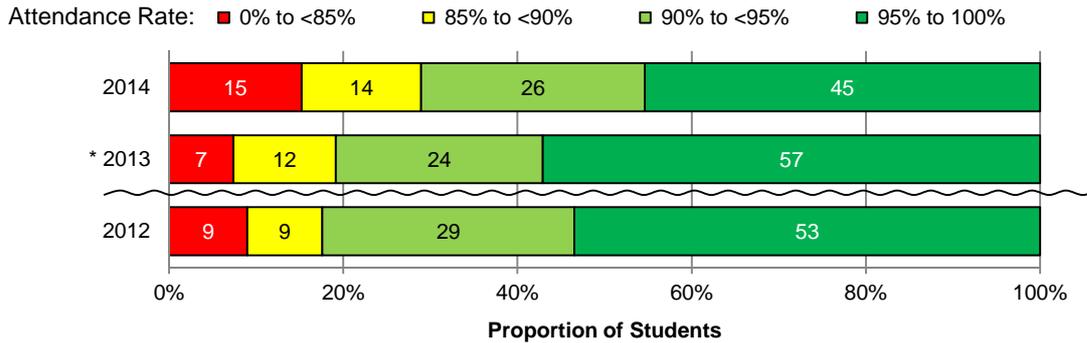
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	93%	94%	94%	94%	93%	94%	95%					
2013	92%	96%	95%	95%	94%	94%	94%					
2014	92%	93%	93%	93%	92%	91%	95%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 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 DETE 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. 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

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 high, with students in attendance at a rate only slightly lower than our Non Indigenous students – 93% of Indigenous students with an attendance rate between 80% and 100% and the remainder greater than 70% attendance. In 2015 resources and staffing for explicit teaching in lower school reading will be targeted to continue to close the gap in Indigenous learning.