

Maroochydore State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Maroochydore SS strives to produce 'Capable, Confident and Caring' students. Be Safe, Be Respectful, Be Responsible, Be a Learner. Relationships are the key to success and it's advantageous for the student to know that their parents communicate regularly with the class teacher.

We recognise that students learn at different levels and that there is a need for them to feel successful and also believe that learning should involve enjoyment as well as intellectual rigour. Our curriculum is based on the Australian Curriculum and explicit teaching is of paramount importance during teaching and learning activities.

The school has predominantly single year level classes with multi-age classes as needed with the increasing student enrolments.

Extra-curricular activities include cultural performances, instrumental music, Under 8's Day activities and participation by the school leaders in Anzac Day and Remembrance Day services. The school has a number of activities with MSHS for the transition to Year 7.

Our Chaplain supports children and their families two days a week and this includes a Monday and a Thursday Breakfast Club. The Chaplain runs a number of programmes across the year for our senior students and support for students at breaktimes with the Chappy Room open at both breaks.

Maroochydore SS has a supportive and dedicated staff who demonstrate a strong commitment to our students and to the learners within our school.

The school is supported by a small yet very active and positive Parents and Citizens Association which enhances the school in a number of supportive ways.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

This 2017 School Annual Report (SAR) provides our Maroochydore State School community with a summary of our achievements for the 2017 school year. This report includes information about:

- Our school's progress towards its 2017 goals
- Our school profile (characteristics of our student body, class sizes, school disciplinary absences, curriculum offerings, social climate, school satisfaction levels and parental involvement)
- Our staff profile (composition, qualifications, attendance, professional development and retention rates)
- Student performance (attendance and achievement)

Our school is committed to Education Queensland's Strategic plan 2015 – 2019 in that every student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment.

You are invited to read our SAR and contact the Principal, Stuart Maish, if you have any further questions about our school.

2017 Priority Area	Progress
Attendance – target 93%	Ongoing processes to address – 88.9%
Writing	Ongoing planning, strategies and embedding of processes included in our 2017 – 2020 Strategic Plan. To continue with a Literacy Coach working across the P-6 classrooms.
Numeracy	Ongoing planning, strategies and embedding of processes included in our 2017 – 2020 Strategic Plan. To implement the use of a Numeracy Coach to work across the P-6 classrooms.

Achievement – NAPLAN

% of students achieving Upper 2 Bands (U2B)

U2B	Yr 3 Target	Yr 3 Result	Yr 5 Target	Yr 5 Result
Writing	20%	20.7%	15%	0.0%
Numeracy	35%	39.3%	25%	22.7%

National Minimum Standard

% of students above the NMS

NMS	Yr 3	Yr 5 Target
Writing	96.6%	77.3%
Numeracy	96.4%	86.4%

Future Outlook

Key areas for improvement as outlined in the Strategic Plan 2017 – 2020

- A focus on student attendance
- Enhancing all student outcomes across reading, writing and numeracy. Including student achievement across Years 3, 4 and 5 as evidenced by NAPLAN results and improvement for students across the Upper Two Bands
- Ongoing teacher support for best practice writing and numeracy teaching and learning strategies
- Moderation practices with local school for teacher reflection and alignment
- A positive school wide culture with reflective feedback and continuous improvement for all
- Continuing to embed the use of ICTs across teaching and learning activities

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	237	121	116	21	78%
2016	232	116	116	25	82%
2017	262	124	138	25	86%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Students attending Maroochydore State School come from diverse backgrounds and mixed socio-economic backgrounds. Some 25 different language backgrounds are represented across our student population and a small percentage of our students are of an Aboriginal or Torres Strait Islander descent. Enrolment growth has increased significantly with students being enrolled from local, regional and interstate areas. The majority of students relocating from the school move away from the Maroochydore catchment area, as families seek housing or employment in our areas.

Maroochydore State School has classes from Prep to Year 6 as well as an ECDP Centre.

The school has predominantly single year level classes with multi-age classes as needed with the increasing student enrolments.

We continuously promote a positive learning environment through the use of our 4 School rules (4 Bees – Be Safe, Be Respectful, Be Responsible and Be a Learner) and through our display pencils we highlight, warm smiles, strong caring hearts, helping hands and being actively involved.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	21	22
Year 4 – Year 6	24	20	22
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our school values achievement in all aspects of the curriculum across academic, sporting, musical and cultural events.

Our teaching and learning activities include differentiation for a variety of learning styles and all staff actively encourage high expectations for all students in producing their best effort and work.

The influences on our curriculum framework include:

- Explicit teaching and learning activities
- Numeracy Mental Warm Ups
- School Wide Positive Behaviour Support (SWPB)
- Gradual Release Model in reading and writing
- Integration of IT into teaching and learning activities with students being able to access a large number of ipads in each classroom
- Languages other than English (LOTE) Japanese, using Djembe drums in Music lessons, Health and Physical Education lessons, English as an Additional Language (EAL/D)
- Learning Support for engaging students in positive educational experiences
- Using IT in the classroom to enhance teaching and learning activities

Co-curricular Activities

- Thursday Breakfast Club
- Instrumental programme
- Under 8's day
- Active After School Care
- Related curriculum enhancement visits. Arts Council performances with a musical drumming focus and Science Shows
- Anzac Day and Remembrance Day participation
- Shine programme for Year 6 girls and Unlimited programme for boys
- Athletics and Cross Country programmes
- Talent Quest
- End of Year 6 night
- Project Extend and Bright Minds for transition to MSHS

How Information and Communication Technologies are used to Assist Learning

Our school continues to enhance the IT capabilities of all students and staff with access to a wide range of IT devices and applications.

The iPads continue to be well used and the students are capable of using them in a variety of ways, including for productivity and creative applications.

The Library has touchscreen computers for whole class activities and for use at breaktimes.

Learning to code is happening across the school and there are opportunities for students to programme robots and fly drones as students' progress through the school.

All staff continue to access PD and a number of staff have not only attended conferences but been presenters and active lead contributors in online learning forums.

Social Climate

Overview

At Maroochydore State School significant emphasis is placed on providing a learning environment where all students feel safe and supported. Our school pencils, in the forecourt area are reminders of the positive traits that should be evident everyday.

Warm smile, strong caring hearts, helping hands and be an active participant.

Be Safe, Be Respectful, Be Responsible and Be a Learner embrace our school's climate and all staff are pro-active in teaching all students 'what we would like them to do, instead of telling them what not to do.' Bullying is not tolerated and is communicated as unacceptable to our students. Students, both the bullied and the bystander, are encouraged to report any incident as it occurs for prompt investigation and actions.

Our student support team consists of the Principal, the Head of Curriculum, classroom teachers and teacher aides, a Guidance Officer, School Nurse and Physiotherapist. The Chaplain also provides an extra level of support and care for students, parents and staff. This includes the very popular Mother's Day morning tea and the Father's Day breakfast.

The P&C is active in involving parents in school activities as well as fund raising activities. The school community is encouraged to participate in this important decisions making school group at the monthly P&C meeting. A well supported initiative saw P&C funds directed to paying for all students to attend 4 cultural performances across the year.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	82%	100%
this is a good school (S2035)	85%	73%	100%
their child likes being at this school* (S2001)	100%	91%	100%
their child feels safe at this school* (S2002)	100%	86%	100%
their child's learning needs are being met at this school* (S2003)	95%	77%	100%
their child is making good progress at this school* (S2004)	95%	86%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	91%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	82%	94%
teachers at this school motivate their child to learn* (S2007)	100%	82%	100%
teachers at this school treat students fairly* (S2008)	89%	68%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	91%	100%
this school works with them to support their child's learning* (S2010)	100%	91%	94%
this school takes parents' opinions seriously* (S2011)	95%	77%	88%
student behaviour is well managed at this school* (S2012)	89%	68%	88%
this school looks for ways to improve* (S2013)	95%	76%	88%
this school is well maintained* (S2014)	100%	95%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	97%	94%
they like being at their school* (S2036)	93%	95%	92%
they feel safe at their school* (S2037)	96%	98%	94%
their teachers motivate them to learn* (S2038)	96%	98%	94%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	97%	97%
teachers treat students fairly at their school* (S2041)	87%	86%	87%
they can talk to their teachers about their concerns* (S2042)	86%	95%	82%
their school takes students' opinions seriously* (S2043)	93%	83%	81%
student behaviour is well managed at their school* (S2044)	74%	82%	73%
their school looks for ways to improve* (S2045)	98%	97%	92%
their school is well maintained* (S2046)	96%	94%	95%
their school gives them opportunities to do interesting things* (S2047)	98%	94%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	96%	92%
they feel that their school is a safe place in which to work (S2070)	96%	96%	83%
they receive useful feedback about their work at their school (S2071)	96%	93%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	100%
students are encouraged to do their best at their school (S2072)	100%	96%	100%
students are treated fairly at their school (S2073)	100%	93%	100%
student behaviour is well managed at their school (S2074)	96%	96%	88%
staff are well supported at their school (S2075)	88%	93%	83%
their school takes staff opinions seriously (S2076)	87%	92%	91%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	100%	93%	96%
their school gives them opportunities to do interesting things (S2079)	96%	96%	100%

* 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

At Maroochydore State School we believe that education is a partnership between the student, their parent and the school. We actively encourage all parents to meet regularly with their child's teacher to further improve the child's learning outcomes as well as to establish new goals and support for the needs of the child.

Parents are encouraged to assist with our major decision making as part of Maroochydore State School's P&C. We also regularly communicate to parents through a fortnightly newsletter and on social media via Facebook.

The parent and community engagement highlight again this year was both the Mother's Day morning tea and the Father's Day breakfast. Both activities were extremely well supported and greatly added to our school atmosphere.

Along with supporting the school's goals with fundraising activities the P&C also operate the tuckshop and uniform shop which provides the school community with an invaluable service.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. All staff engage students in a positive formal learning classroom and a supportive playground environment. All staff also refer to the 4 School Rules to complement pro-active approaches, (Be Safe, Be Respectful, Be Responsible and Be a Learner).

Being safe and respectful develops positive interactions in the whole school setting – in classrooms and in the playground. Staff continue to be pro-active around this in both formal and informal teaching situations.

Do the High Five – to resolve a situation
Bullying – No Way and the National Day of Action
Daniel Morcombe Day

Chaplain programmes such as Shine and Unlimited are included for Year 6 students

Friendship Seats are in the senior and junior playground areas

Everyone has the right to feel safe, to be treated with fairness, to be valued and feel accepted for who they are.

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

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	2015	2016	2017
Short Suspensions – 1 to 10 days	6	16	30
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Regular monitoring and maintenance of taps and toilet cisterns enabled us to reduce water usage through the identification of leaking aging underground pipes. Sensor lightning has been installed and with reminders of being more aware of turning off air conditioners when the room is not being used has made a difference.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	130,124	13,658
2015-2016	138,411	2,903
2016-2017	135,271	30,742

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	25	24	<5
Full-time Equivalents	18	17	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	
Bachelor degree	20
Diploma	
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 2017 were \$11784

The major professional development initiatives are as follows:

- Compulsory training suite – Code of Conduct, Student protection, Keys to Managing information, Health safety and Well Being, Internal Controls
- Emergency Procedures and Asbestos
- Anaphylaxis and Asthma Training
- First Aid, WPH&S
- ICT – including Coding and P-3 IT engagement
- Profile Training
- Numeracy, Writing, Reading and Spelling
- Age Appropriate Pedagogies training

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	95%

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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	82%	88%

*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 2017 for all Queensland Primary schools was 93%.

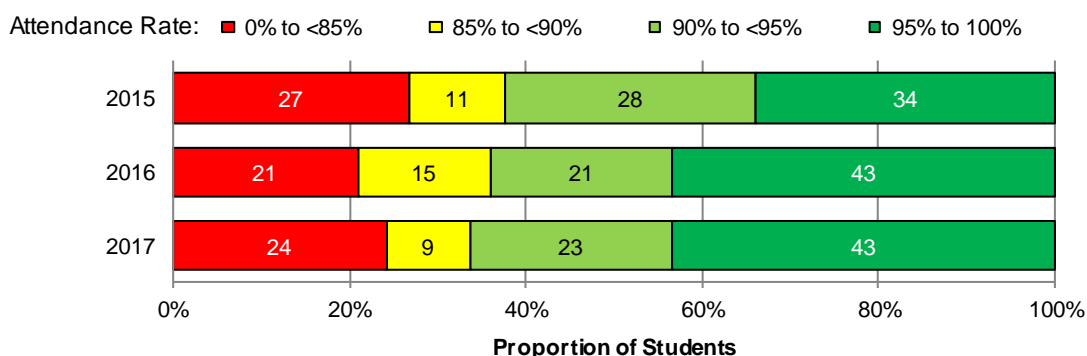
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	92%	88%	92%	90%	90%	88%						
2016	91%	91%	94%	89%	89%	93%	89%						
2017	89%	90%	93%	95%	91%	87%	89%						

*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:



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.

Maroochydore State School teachers mark the roll twice each school day.

An SMS message is sent to parents each morning after the rolls have been marked who have not informed the school of their child's absence.

Daily absences require notification via phone call, email from web site attendance box or a letter from the parent explaining the absence.

On the second day of a student absence if the school is not notified a follow up call to parents is made seeking an explanation for their child's absence.

If unexplained absenteeism continues, warning letters are issued and followed up.

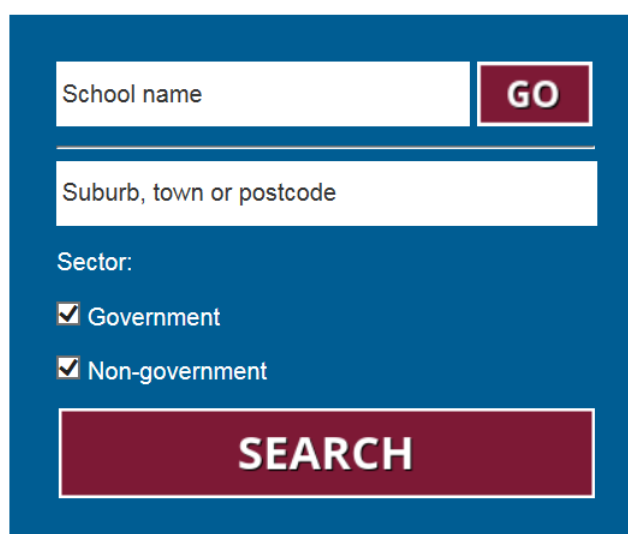
In addition we use pro-active strategies to increase attendance with newsletter articles about the negative impact that absenteeism has on student learning being published throughout the year. At-risk students can be targeted with a counseling programme in an endeavor to improve their attendance.

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**.

Find a school



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 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.