Maroochydore State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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. Our 4 'school bees'.

Relationships are the key to success and its advantegous 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 all students to feel successful with a blend of curiosity, and challenging intellectual rigour.

Our curriculum is based on the Australian Curriculum and explicit teaching is of paramount importance during teaching and learning activities.

Extra-curricular activities include cultural performances, instrumental music, Under 8's Day activities and participation by the school leaders in local Anzac Day and Rememberance Day services.

The school has a number of activities with MSHS and the transition to Year 7.

Our Chaplain supports children and their families two days a week and this includes the Monday and Thursday Breakfast Club and the popular Mother's Day morning tea and Father's Day breakfast. The Chaplain runs a number of programmes across the year and this includes a Year 6 ropes and leadership course.

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

School progress towards its goals in 2018

Enhancing student outcomes across reading, writing and numeracy.

Focus on improvement in reading, writing and numeracy across the school.

Enhanced teaching and learning strategies across reading, writing and numeracy through the use of teacher coach/mentors.

Using data to inform student progress and differentiate curriculum.

To further improve: Upper Two bands (U2B) student achievement.

% of Year 3 students achieving Upper Two Bands (U2B)

U2B	Nation % 2018	2017 Result	**2018 Result**
Reading	53.2 %	46.4 %	**33.3 %**
Writing	41.9 %	20.7 %	**20.0 %**
Spelling	46.6 %	41.4 %	**23.1 %**
Numeracy	39.2 %	39.3 %	**23.7 %**

% of Year 5 students achieving Upper Two Bands (U2B)

U2B	Nation % 2018	2017 Result	**2018 Result**
Reading	38.6 %	31.8 %	**26.5 %**
Writing	13.7 %	0.0 %	**5.9 %**
Spelling	34.5 %	36.4 %	**32.4 %**
Numeracy	27.6 %	22.7 %	**21.9 %**

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 2018　　Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	232	262	256
Girls	116	124	119
Boys	116	138	137
Indigenous	25	25	23
Enrolment continuity (Feb. – Nov.)	82%	86%	83%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our school has a blend of predominatly single year classes and multi-age classes.
A high percentage of our students live locally in the Maroochydore area and do transition to Maroochydore State High School.
Our students come from a diverse range of cultures and include
a percentage of both Aboriginal and Torres Strait Islander, and European and Asian students.
Our student enrolments remained at a similar level to 2017 and we continue to have and promote, a small school atmosphere. The school does have a high transient rate with employment and housing availability being the dominant factor.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	22	20
Year 4 – Year 6	20	22	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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
- Monday and Thursday Breakfast Club

- Harmony Day

- Say No to Bullying Day

- Instrumental programme

- Under 8's day

- Helping Hands Active Before and After School Care

- Related curriculum enhancement visits. Arts Council performances with a musical drumming focus and Science Shows

- Anzac Day and Remembrance Day participation

- Ropes and Leadership day for Year 6 students

- Robotics and Drone flying

- Wonder of Science for Years 5 and 6

- Athletics and Cross Country programmes

- Talent Quest

- Water Skills programme for Prep to Year 5 student

- Surf Skills for Year 6

- 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. A number of classes have had one to one iPads.

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

A MinecraftEDU program continues to be used in various year levels for teaching and learning and continues to be popular and challenging

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 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, Learning Support staff, 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. Chappy Sam hosts the ever popular Monday and Thursday breakfast club with toast and Milo on offer. Make sure you also keep an eye out for the 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. The P&C also oversees the running of the tuckshop and this provides a wonderful service to all each Friday.

A well supported initiative saw P&C funds directed to paying for all students to attend 4 cultural performances across the year as well as a major contribution towards the new equipment for the senior playground.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	82%	100%	96%
• this is a good school (S2035)	73%	100%	96%
• their child likes being at this school* (S2001)	91%	100%	100%
• their child feels safe at this school* (S2002)	86%	100%	89%
• their child's learning needs are being met at this school* (S2003)	77%	100%	96%
• their child is making good progress at this school* (S2004)	86%	94%	100%
• teachers at this school expect their child to do his or her best* (S2005)	91%	100%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	82%	100%	96%
• teachers at this school treat students fairly* (S2008)	68%	94%	89%
• they can talk to their child's teachers about their concerns* (S2009)	91%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	91%	94%	96%
• this school takes parents' opinions seriously* (S2011)	77%	88%	81%
• student behaviour is well managed at this school* (S2012)	68%	88%	74%
• this school looks for ways to improve* (S2013)	76%	88%	85%
• this school is well maintained* (S2014)	95%	88%	93%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	94%	92%
• they like being at their school* (S2036)	95%	92%	92%
• they feel safe at their school* (S2037)	98%	94%	92%
• their teachers motivate them to learn* (S2038)	98%	94%	95%
• their teachers expect them to do their best* (S2039)	100%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	87%
• teachers treat students fairly at their school* (S2041)	86%	87%	92%
• they can talk to their teachers about their concerns* (S2042)	95%	82%	87%
• their school takes students' opinions seriously* (S2043)	83%	81%	84%
• student behaviour is well managed at their school* (S2044)	82%	73%	79%
• their school looks for ways to improve* (S2045)	97%	92%	99%
• their school is well maintained* (S2046)	94%	95%	97%
• their school gives them opportunities to do interesting things* (S2047)	94%	90%	95%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	92%	100%
• they feel that their school is a safe place in which to work (S2070)	96%	83%	100%
• they receive useful feedback about their work at their school (S2071)	93%	92%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	100%
• students are encouraged to do their best at their school (S2072)	96%	100%	100%
• students are treated fairly at their school (S2073)	93%	100%	96%
• student behaviour is well managed at their school (S2074)	96%	88%	80%
• staff are well supported at their school (S2075)	93%	83%	92%
• their school takes staff opinions seriously (S2076)	92%	91%	96%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	96%	100%	96%
• their school is well maintained (S2078)	93%	96%	92%
• their school gives them opportunities to do interesting things (S2079)	96%	100%	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 fundraising decision making and activities 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 education 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). Our approach is – teach the students what you would like them to do.

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 rope and leadership activities for Year 6 students

Friendship Seats are in the senior and junior playground areas and are a place to develop new friendships and make all feel welcome.

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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	16	30	33
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	138,411	135,271	154,376
Water (kL)	2,903	30,742	17,180

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	29	24	<5
Full-time equivalents	21	18	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	3
Graduate Diploma etc.*	
Bachelor degree	26
Diploma	
Certificate	

*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 2018 were $16 433

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

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	89%
Attendance rate for Indigenous** students at this school	82%	88%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	91%	89%	90%
Year 1	91%	90%	88%
Year 2	94%	93%	88%
Year 3	89%	95%	90%
Year 4	89%	91%	91%
Year 5	93%	87%	90%
Year 6	89%	89%	86%

Year level	2016	2017	2018
Year 7			100%
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	21	15	21	43
2017	24	9	23	43
2018	34	15	18	33

Proportion of Students
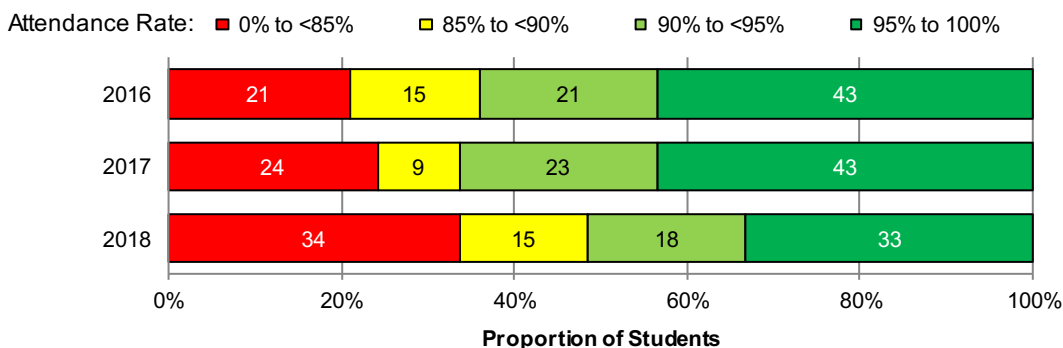
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.
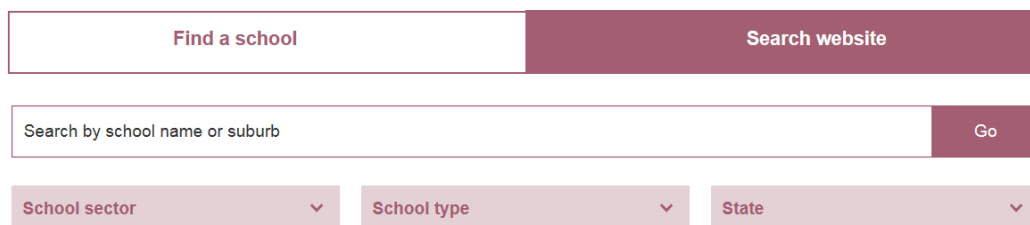
At-risk students can be targeted with a counseling programme in an endeavor to improve their attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.