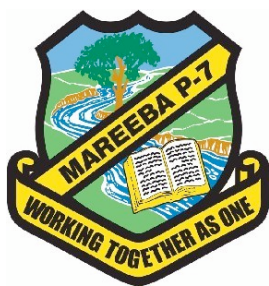


MAREEBA P-7 SCHOOL

2008 ANNUAL SCHOOL REPORT,
COMPLETED JUNE 2009



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Principal's Foreword

Introduction

This report on our 2008 School Year lists our High Achievements, as well as those areas that we will "work together as one" to achieve in 2009/2010

As you will see from our Annual Report, we provide excellence in delivery of Total Learning for our children. We concentrate not only on Testing Results, but also on educating the "whole child" to be a member of our Mareeba community, as well as a productive member of our global community.

Readers of our Testing results will note that our Year 7 students have improved academically from Year 3 and 5 testing to show pleasing progress. This shows that the intensity of teaching has had its benefits prior to our students making their transition to Secondary School.

Future outlook

During 2009, one of our major focuses is ATTENDANCE. We will be delivering our message to parents that "**Every Day Counts**", through meetings, individual family visits and by using our valuable Family Liaison Officer.

We will have, at the commencement of 2009, our major focus of preparation for the National Assessment Program – Literacy and Numeracy (NAPLAN). This preparation will feature our "**Focussed Preparation Mode**", where each day from 9:00-11:00 will be our prime learning time, but the whole day will consist of students knowing that "**From 9-3, Busy as a Bee**"!

2009 is the commencement of our Service Guarantee and our Reciprocal Agreement with parents. Our guarantee is displayed all around our school, "**Every Day in Every Classroom, Every Child is Learning and Achieving.**" The Reciprocal Agreement for Parents and Carers that has been presented to parent groups is "**Every Day in Every Classroom is Ready to Learn and Achieve**". These agreements are reflected in all our conversations with parents, staff and students, and complement our "**I Care**" expectations for students, namely, "**I Care About Learning.**" "**I Care About Safety.**" "**I Care About Myself and Others**".

Our school at a glance

School Profile

Total student enrolments for this school:- 696
Year levels offered:- Prep to Year 7
Coeducational or single sex:- Co-educational school

Curriculum offerings

Our distinctive curriculum offerings

- **Rock and Water training for children from Years 3-7.** *Rock and Water* is a program designed to teach our children assertiveness, anti-bullying strategies and teaching them how to work in teams and how to be individuals with their own authority. Children attend this program of learning during their lunch times. The program is presented by our Principal and has shown much success for students.
- **School Choir.** We provide a Junior choir and a Senior Choir. Our Choirs do presentations for local events, as well as present at whole-school assemblies. They are ably supported and taught by one of our Music Teachers, Mrs Helen Bale.
- **Instrumental Music.** We provide instruction in both "Wind" and "Strings", as well as Drums to students, who present outside our school at functions.

Extra curricula activities

- **Robotics.** After school, children attend instruction to involve themselves in robotics, using computers. This program is presented by two of our excellent teachers and has resulted in our children competing in Robotics with other schools.
- At our school, we provide Recess Activities including:- Gardening, Craft, Art, Touch Football, Rugby League, Writers and Publishers.

How computers are used to assist learning

Use of computers across our school is integrated throughout our Key Learning Areas.

We are in the process of providing additional interactive *Smart Boards*, using computers and data projectors to enhance learning in our classrooms. These are provided by our excellent Parents' and Citizens' Association (P&C).

Computers are used to assist our students in competing in *Mathletics* on the Internet, where they are provided with certificates as they achieve against students from other schools and other countries.

Computers are used by our students to program their Robots.

Social climate

Our school boasts a School Chaplain who works with individual students, groups of students and whole classes, in providing Pastoral Care.

In our Opinion Surveys, in excess of 90% of our parents believe that their children are "happy to come to *this* school".

Our school is the most successful school on the Tablelands in achieving Module 2 status in *School-Wide Positive Behaviour Support*. Our data shows that we have achieved 100% in defining

Our school at a glance

behavioural expectations and administrative decision making.

We provide emergency lunches and stationery supplies for students in need.

Our Anti-Bullying programs and on-going lessons in Anti-Bullying have contributed to the high satisfaction rating surveyed from parents and students about being happy to come to our school.

Involving parents in their child's education.

Families As First Teachers (FAFT). This program concentrates on ensuring that parents of young children become involved in our school prior to their children enrolling in Prep.

Our very active P&C boasts in excess of 20 parents each meeting.

School Council involves parents in policy and procedure decision making.

Parent volunteers assist with reading programs and recess activities.

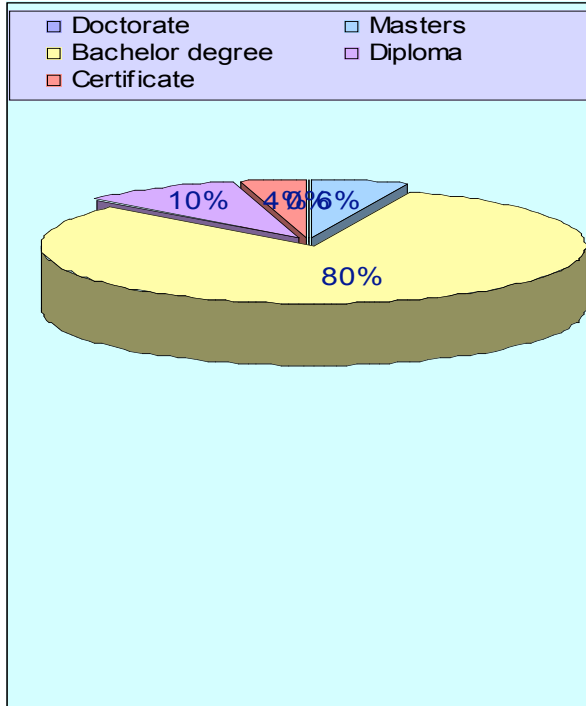
We present and support the *Management of Young Children Program* for parents and carers requiring support in parenting children with behavioural issues.

We involve parents in the *Early Childhood Development Program* to identify children with special needs prior to their enrolment in Prep.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	42
Diploma	5
Certificate	2



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$45,000
- The major professional development initiatives are as follows: *First Steps Number*, *First Steps Reading* and *First Steps Writing*. (62 of our staff attended these workshops.) ICT Certificates. (20 staff involved). *Language & Literacy Training*. Years 1 – 3 literacy training.
- The involvement of the teaching staff in professional development activities during 2008 was 97%.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 96% of staff was retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 88%.

Key outcomes

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.

Domain	Measures	Yr 3	Yr 5	Yr 7
Reading	Average score for the school	323	416	494
	Average score for Queensland	371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	68%	58%
Writing	Average score for the school	333	430	499
	Average score for Queensland	391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	78%	77%
Spelling	Average score for the school	309	431	497
	Average score for Queensland	366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	68%	78%
Grammar and Punctuation	Average score for the school	307	434	491
	Average score for Queensland	370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	72%	74%
Numeracy	Average score for the school	322	421	502
	Average score for Queensland	367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	73%	77%

Performance of our students

Results in the Year 2 Diagnostic Net	
LEARNING AREA	Percentage of students not requiring additional support
Reading	62% of our Year 2 children did not require additional support
Writing	67% of our Year 2 children did not require additional support
Number	57% of our Year 2 children did not require additional support.

Value added

85% of our students respond to Whole School Positive & Preventative Behavioural Strategies. This is a 4% improvement compared to 2007.

96% of our school community believe that School Wide Behaviour Strategies are partially or in place, compared to 77% in 2006.

7 Soundfield Systems have been placed in classrooms to support students with Hearing Impairments compared to 1 system in 2007.

The “distance travelled” for our Year 7 students in 2008, shows major improvements from the same cohort in Year 5 testing.

To support our “at risk” students, we have established our Youth Transition Centre to improve student engagement in learning activities and to foster transition to High School.

Parent, student and teacher satisfaction with the school

Parents report around 90% general satisfaction with our whole school community.

89% of our parents have found that our school is a friendly and welcoming environment, and 89% of our parents believe that this is a good school to send their children.

In excess of 80% of our students believe that our teachers help them to do their best and the same number is happy to come to this school.

100% of our staff believes they have well-defined work roles and that their contributions to student learning are valued.