



Mapleton State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Contact information

Postal address	Flaxton Drive Mapleton 4560
Phone	(07) 5456 3333
Fax	(07) 5456 3300
Email	principal@mapletonss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Principal Julianne Emmert

School overview

Our school of around 228 students, established in 1899, is located on the Blackall Range with views over the Sunshine Coast. Our spacious grounds are very well maintained and always look very green due to regular rainfall. Our motto at Mapleton State School is 'Top of the Range' and we have continued to live up to this motto as we work towards achieving our goals. We are very proud of our school which maintains an excellent reputation in the community. The 'Mapleton Way' is incorporated into the curriculum and values program to position Mapleton children to be life-long learners with the skills and attributes we value now and in the future. The school-wide pedagogical principles are:

- Care for Ourselves,
- Care for Others,
- Care for our School,
- Care for our Learning.

One of our strengths, is the strong relationships we have developed links with, which includes staff, parents/ carers, students and the wider community. Our NAPLAN results indicate that we are a high performing school, and we attribute this to dedicated teachers, well-behaved students and parents who support the school. As a school community, we believe in working together to achieve the best possible learning outcomes for our students, as well as creating a safe and caring environment for all school community members.

School progress towards its goals in 2018

Writing	<p>Developed a shared understanding and commitment to developing writing stamina with reference to the general capabilities in the Australian Curriculum and across all Learning areas.</p> <p>Analysed writing data and identified potential and/or U2B students and students needing extra support</p> <p>Individual writing goals for all students</p> <p>Planning time was made available to teaching staff to plan effectively for Writing using the data to inform the teaching and learning program aligned to the Australian Curriculum.</p> <p>Moderation across the school and within school clusters to ensure consistency.</p> <p>Promote awareness and understanding of the writing strategy to all stakeholders through various communication channels.</p> <p>Professional development was provided for teachers and teacher aides to ensure consistency.</p>
Australian Curriculum	<p>Teachers attended pre and post moderation workshops provided by the region.</p> <p>Teachers including were given time at the beginning and end of each term to plan units of work with the Head of Curriculum and Curriculum Teacher.</p> <p>Commenced implementing HASS units across all year levels</p> <p>Specialist teachers (Physical Education, Music and LOTE) worked with the Head of Curriculum to develop a deeper understanding of the curriculum and assessment tasks.</p> <p>Teachers participated in Interschool and Cluster moderation to ensure consistency of A-E judgements.</p>
Improvement with relative gain and percentage of students in the Upper Two Bands	<p>Developed programs and strategies to improve student outcomes and relative gain from years 3 – 5.</p> <p>Consistency in literacy and numeracy improvement at all junctures – with results at least comparable to nation in year three and five and adequate yearly progress for all students.</p> <p>Through our work in literacy and numeracy we strived to push students achieving in the middle two bands into the upper two bands.</p>

Future outlook

Continue to implement consistent pedagogical practice for all learning areas with a focus on the following areas:

Writing	<ul style="list-style-type: none"> • Continue to embed writing pedagogy and strategies with all key stakeholders • Establish writing PLTs across cohorts to scan and assess our current writing data and share practice (Tm 1). Identify writing curriculum expectations for each year level (Tm 2). • Align Staff DPPs to the improvement priority to improve Writing • Engage teaching staff with investigation of Literacy Continuum P-year 6. Aspects of Writing <p>Using the GTMJ to-</p> <ul style="list-style-type: none"> • Build students understanding of the task expectations • Develop student goals so that students can monitor their own progress as a tool for teachers to give effective feedback • Student achievement data is used to inform collaborative decisions regarding the allocation of resources, reflecting whole school approach to support student learning aligned with the school improvement agenda.
Australian Curriculum	<ul style="list-style-type: none"> • Continue to develop a deeper understanding of the Australian Curriculum • Enhance teacher knowledge of Achievement Standards and curriculum Intent through the Pre-Moderation Process. Teachers will be supported to clearly identify the A-E expectations in summative assessment tasks and plan for differentiation. • Develop learning goals for each child which is reviewed regularly throughout the units. I can statements.../ checklists • Provide time for teachers to plan units of work with the HOC and Curriculum Teacher to ensure units of work align with the Achievement Standards • Teachers moderate student Summative Tasks to ensure consistency with A-E results
Inclusion	<ul style="list-style-type: none"> • Develop a whole school Inclusion Policy to support the learning of all students • Create inclusive opportunities for all students to reach their potential as successful learners; identify and support top students, SWD and at-risk students. • Analyse data and identify students in the U2B or potential U2B and develop strategies to provide differentiation which will improve student outcomes. • Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests, guided by the learning and Wellbeing Framework and the Disability Standards for Education, 2005 to enable student success. • Wellbeing: Develop a Wellbeing Explicit Improvement Agenda collaboratively with whole school community • Host parent workshops and information sessions eg 1,2,3 Magic; Behaviour Meetings; Inclusion workshop • Work with local community, parents, volunteers to enhance extra curricular activities.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	200	218	229
Girls	99	111	118
Boys	101	107	111
Indigenous	9	6	6
Enrolment continuity (Feb. – Nov.)	94%	97%	92%

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 students are drawn from Mapleton and the surrounding areas of Flaxton, Dulong, Kureelipa, Highworth, Nambour, Kenilworth and the Obi Obi Valley. Major behavioural incidents are few because parents and teachers work together to promote “The Mapleton Way” i.e. caring for ourselves, our learning, each other and the environment.

Our students represent a range of cultural, religious and ethnic backgrounds, and come from a balance of rural and urban neighbourhoods. Our common interest lies in providing for our children a balanced, engaging educational program.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	22
Year 4 – Year 6	26	24	25
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 teachers organise a variety of activities to enhance the school's curriculum and assessment programs:

- Environmental Science (using our own Baxter Creek Environmental Site)
- Smart Moves – Our daily physical fitness program
- Athletics, team sports, swimming and surf-awareness programs
- Interschool sport with cluster schools
- Instrumental music
- Choir
- Voices on the Coast
- Science Fair
- Regular excursions and incursions e.g. Local museums, Underwater World, Australia Zoo, African Drummers, Arts Council,
- Student Leadership
- Student Council
- Camps
- Outdoor education
- Gardening Club
- Bunyips of Baxter
- War on Waste
- Book week activities
- Cosmic Kids
- Sustainability, including waste management and revegetation programs
- Mapleton Observatory

Co-curricular activities

- Cosmic Kids using our onsite Observatory
- Tennis Coaching
- Tae Kwon Do
- Sport e.g. Rugby Union, Soccer, Netball

How information and communication technologies are used to assist learning

Our ICT coordinator works with the teachers on skills development, cybersafety and exploring digital technology as per the Australian Curriculum

- We have begun to implement the new Digital Technology Curriculum across the school
- a computer laboratory equipped with a Data projector,
- SmartBoards in each of the classrooms.
- iPads and laptops are used for small group use for Learning Support or in classrooms
- Coding has been introduced in all year levels
- Students use online programs such as ZooWhiz and Cool Maths for Kids to enhance their classroom learning.
- Children access programs that help promote fine motor skills, hand-eye coordination, problem solving, thinking and team building skills.
- Students publish stories, complete research, create digital presentations and present assessment items in a variety of formats.
- We are currently in the process of upgrading our technology and developing a 'Maker Space' in our Resource Centre.
- Classrooms and the Resource Centre are fully networked, with access to the Internet and a diverse range of educational, multi-literacy software and multimedia programs. We cater for a variety of learning styles through the use of computers across the curriculum.

Social climate

Overview

Our student support team consists of the principal, chaplain, guidance officer, teachers and learning support teachers. Our well-respected chaplain provides an extra level of care for students, parents and teachers, working closely with staff to provide a variety of levels of support where needed. We have a 'zero tolerance' attitude to bullying, and encourage parents and students to report bullying so that it can be investigated quickly. Our students are generally well-behaved, and quickly induct new students into "The Mapleton Way", our code of behaviour which encourages students to care for themselves, for others, their learning and our environment.

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)	100%	100%	97%
• this is a good school (S2035)	100%	98%	97%
• their child likes being at this school* (S2001)	96%	100%	100%
• their child feels safe at this school* (S2002)	98%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	97%
• their child is making good progress at this school* (S2004)	100%	100%	97%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	96%	97%
• teachers at this school motivate their child to learn* (S2007)	98%	98%	100%
• teachers at this school treat students fairly* (S2008)	98%	98%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	97%
• this school works with them to support their child's learning* (S2010)	100%	100%	88%
• this school takes parents' opinions seriously* (S2011)	98%	100%	94%
• student behaviour is well managed at this school* (S2012)	95%	100%	97%
• this school looks for ways to improve* (S2013)	100%	100%	94%
• this school is well maintained* (S2014)	100%	98%	97%

* 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)	100%	100%	99%
• they like being at their school* (S2036)	100%	99%	99%

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	100%	98%	97%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	99%
• teachers treat students fairly at their school* (S2041)	100%	97%	96%
• they can talk to their teachers about their concerns* (S2042)	98%	96%	86%
• their school takes students' opinions seriously* (S2043)	96%	96%	90%
• student behaviour is well managed at their school* (S2044)	98%	99%	99%
• their school looks for ways to improve* (S2045)	100%	98%	99%
• their school is well maintained* (S2046)	100%	99%	97%
• their school gives them opportunities to do interesting things* (S2047)	99%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
• they receive useful feedback about their work at their school (S2071)	100%	92%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	93%	92%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	96%	96%
• their school takes staff opinions seriously (S2076)	100%	90%	88%
• their school looks for ways to improve (S2077)	100%	96%	96%
• their school is well maintained (S2078)	100%	91%	92%
• their school gives them opportunities to do interesting things (S2079)	100%	92%	92%

* 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

Our parents are welcome to be involved in the life of Mapleton State School in a variety of ways. Some of the Prep to Year 3 parents listen to children read every morning, while others volunteer as experts in their field e.g. music, dance, science. We have community volunteers who work with children in the 'Toe-by-Toe' program, Library and Cosmic Kids, gardening, woodwork and at Baxter Creek. Parents are welcome to attend Assembly each week, to participate in class and school events such as sports days, dances, concerts and class presentation sessions. All parents are invited to attend class curriculum information sessions

offered at the beginning of each year and are urged to take advantage of parent-teacher interviews offered twice annually.

Parents are consulted regarding the needs of their children through interviews on enrolment, and parent teacher interviews formally twice per year and as requested by parents. If adjustments to a child's educational program are required, parents are invited to participate in the planning process.

In Term 3, school staff work with members of the Mapleton Community Library to conduct a series of ten workshops focused on helping parents prepare their pre-prep child for school.

The school enjoys the support of the local community and is involved in activities with the local RSL Sub-Branch such as Anzac and Remembrance Day services. The school choir sings at community events as requested. Parents and people from the Mapleton community are invited to participate in open days such as the annual athletics carnival, Under 8s Day and working bees at Baxter Creek.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. We use our weekly school parades to remind students about priority focus areas including addressing cyberbullying, anti-bullying messages and non-violent ways of solving problems. Our Responsible Behaviour Plan clearly articulates the rules and responsibilities students have to maintain a safe, respectful school environment. Where incidents between students occur we work closely to apply consequences, counselling and to develop supportive ways of maintaining harmony into the future. We actively engage Life Education and travelling performing arts shows to continue to build student capacity to solve issues respectfully and calmly.

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	2	0	0
Long suspensions – 11 to 20 days	0	1	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

The school is reliant on tank water which is collected on site. Students are encouraged to bring a bottle of water to school and this can be refilled from tanks which have filters installed.

We have an active Gardening Parent Group who work very closely with our P&C, Student Council and our classes to develop

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	34,728	41,572	38,104
Water (kL)			

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.

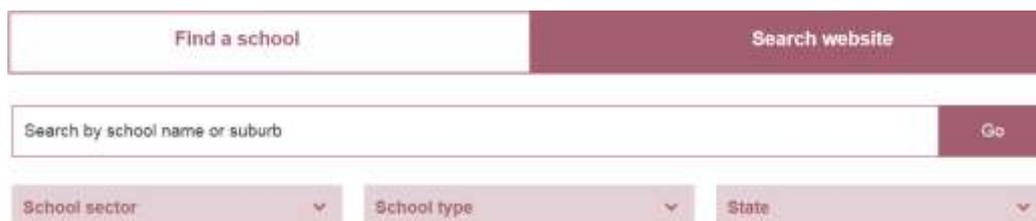
School funding

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](http://www.myschool.edu.au) website at.

How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](http://www.myschool.edu.au).
2. Enter the school name or suburb of the school you wish to search.



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



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



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	21	16	0
Full-time equivalents	15	8	0

*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.*	2
Bachelor degree	14
Diploma	2
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 was \$ 12563.

The major professional development initiatives are as follows:

- Pre and Post moderation – Australian Curriculum
- Planning time with the HOC and Curriculum teacher
- Writing PD
- Inclusion PD

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.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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	93%	93%	93%
Attendance rate for Indigenous** students at this school	88%	82%	91%

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

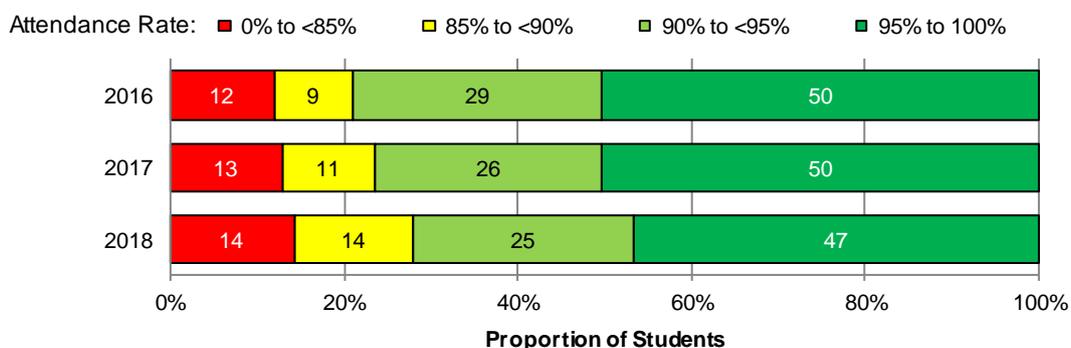
Year level	2016	2017	2018
Prep	90%	92%	87%
Year 1	94%	93%	91%
Year 2	92%	94%	91%
Year 3	94%	93%	95%
Year 4	95%	94%	94%
Year 5	92%	95%	93%
Year 6	94%	89%	95%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

Non-attendance is managed in state schools in line with the 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.

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.

Mapleton parents are reminded regularly in our newsletter about the link between attendance and student outcomes. Where teachers notice absence patterns emerging, contact is made with the parent to determine any particular reasons or concerns. If further support is needed, the absenteeism is referred to the admin and guidance officer. Support plans to assist with the needs of individuals are made with parents, school and external support staff to promote the return to regular attendance. Absences, based on the classroom attendance rolls, are recorded in a school database and a query is completed at the end of the term to determine any long term patterns. In addition, daily calls are made to parents in an attempt to reduce unexplained absences.

We use electronic roll marking twice daily by teachers. Absence phone calls are made to the parents of students absent each morning, seeking an explanation for the absence.

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.



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



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



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.