



Mapleton 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

## Contact Information

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Contact Person:	Principal Julianne Emmert

## School Overview

Our school of around 240 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.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

The key areas for improvement for 2017 included Writing and Improvement in the Upper Two Bands and

Writing	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. Analysed writing data and identified potential and/or U2B students and students needing extra support Individual writing goals for all students
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	<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>
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:**

Australian Curriculum	Continue to develop a deeper understanding of the Australian Curriculum
	Enhance teacher knowledge of Australian Curriculum through deepening knowledge of the Achievement Standards and Curriculum Intent
	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.
Writing	Provide challenging learning opportunities for students to demonstrate their potential through quality samples of writing.
	Collect and triangulate Writing data to monitor performance and review with whole staff.
	Analyse data at an individual and cohort level to monitor performance and inform practice
	Provide time for teaching staff to plan effectively for Writing using data to inform the teaching and learning program aligned to the Australian Curriculum
	Provide opportunities for staff to engage in moderation within and across schools.
	Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention.
	Deepen staff knowledge understanding and pedagogical practice. Align pedagogy to Pearson's Gradual Release of Responsibility Model.
	Develop oral language skills from Prep to year 2 using Phonemic Awareness.
Wellbeing	As a whole school

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	172	87	85	8	94%
<b>2016</b>	200	99	101	9	94%
<b>2017</b>	218	111	107	6	97%

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

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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	24	24
Year 4 – Year 6	27	26	24
Year 7 – Year 10			
Year 11 – Year 12			

## 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 involving other small schools.
- Instrumental Music
- 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 and Outdoor Education
- Teddy Bears' Picnic  
Gardening Club  
Bunyips of Baxter Group
- Readers' Cup
- Book Week activities
- Gumboot Thursday
- 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
- Interschool sport (involving our neighbouring small schools)
- Gardening Club

### 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

#### 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)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this is a good school (S2035)	100%	100%	98%
their child likes being at this school* (S2001)	100%	96%	100%
their child feels safe at this school* (S2002)	100%	98%	100%
their child's learning needs are being met at this school* (S2003)	98%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	98%	96%
teachers at this school motivate their child to learn* (S2007)	100%	98%	98%
teachers at this school treat students fairly* (S2008)	100%	98%	98%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	98%	100%
student behaviour is well managed at this school* (S2012)	98%	95%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	98%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	98%	100%	99%
they feel safe at their school* (S2037)	98%	100%	98%
their teachers motivate them to learn* (S2038)	96%	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)	96%	100%	100%
teachers treat students fairly at their school* (S2041)	98%	100%	97%
they can talk to their teachers about their concerns* (S2042)	92%	98%	96%
their school takes students' opinions seriously* (S2043)	96%	96%	96%
student behaviour is well managed at their school* (S2044)	90%	98%	99%
their school looks for ways to improve* (S2045)	100%	100%	98%
their school is well maintained* (S2046)	100%	100%	99%
their school gives them opportunities to do interesting things* (S2047)	98%	99%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they receive useful feedback about their work at their school (S2071)	100%	100%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	93%
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%	100%	96%
their school takes staff opinions seriously (S2076)	100%	100%	90%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	100%	100%	91%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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 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.

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	2	2	0

Long Suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the 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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	14,180	
2015-2016	34,728	
2016-2017	41,572	

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	21	14	0
Full-time Equivalent	14	8	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	2
Bachelor degree	18
Diploma	3
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 was \$10 380

The major professional development initiatives are as follows:

- Writing
- Improvement in the Upper Two Bands
- Planning with teachers – Australian Curriculum

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.	97%	96%	96%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% 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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	88%	82%

\*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%.

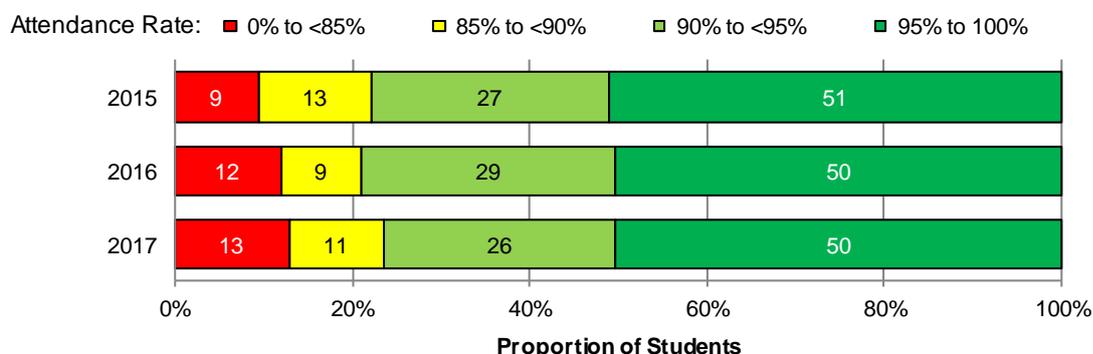
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	92%	92%	94%	91%	95%	94%						
2016	90%	94%	92%	94%	95%	92%	94%						
2017	92%	93%	94%	93%	94%	95%	89%						

\*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 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.

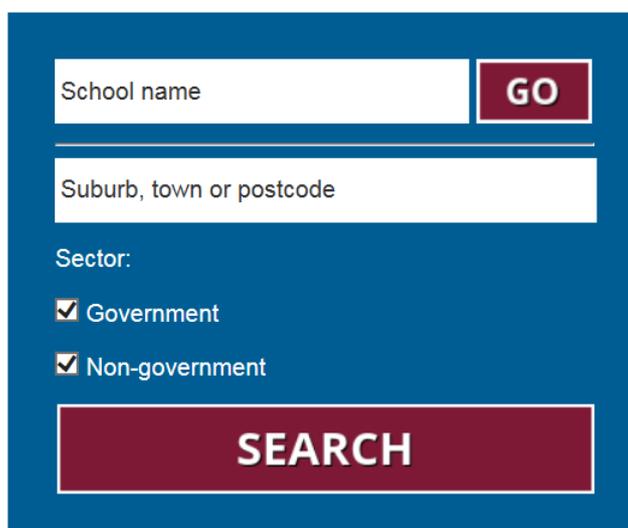
Mapleton parents are reminded regularly in our newsletter about the link between attendance and student outcomes. Where teachers notice absence patterns emerging, contact is made with the parent to determine any particular reasons or concerns. If further support is needed, the absenteeism is referred 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 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



School name

Suburb, town or postcode

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 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.