



Mena Creek State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Mena Creek State School aims to provide quality education in a caring and supportive learning environment. The school provides diverse opportunities to engage children, equipping them with a range of skills and knowledge in order to become successful learners within the school context and for life. The caring nature of the staff, students and parents really stands out at Mena Creek and we are all very proud of our school and our achievements. Due to the size of our school, all staff have developed a strong understanding of each student and her/his learning needs. This allows us to provide support which is tailored to meet these individual needs, to improve learning outcomes and to support children to become life-long learners. Our school is a clean and green school which is evident from the environmental projects the students are undertaking. Our very high computer ratio means that our students can travel beyond the classroom on their learning journey to engage them and open their minds. Our school is well resourced and supported by a very active Parents and Citizens Association who help us to achieve our goals.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

2016 was another successful year for Mena Creek State School. Our goals for 2016 were to refine explicit teaching practices in all classrooms, maintain and strengthen the school of reading program, continue our journey towards excellent attendance and to ensure that teachers used coherent, sequenced school curriculum plans.

#### Future Outlook

Mena Creek's key priorities for 2016 include:

1. Continuation of the implementation of the Canecutter Cluster Reading Standards across the school.
2. Further refinement of our whole school timetable and teacher aide timetable to allow extra support in P-3 classroom for numeracy to allow for small group sizes.
3. Ensure the culture of highlighting the importance of school attendance to the Whole School Community is maintained.
4. Continue to work closely with our Cluster SEP to maintain high level of support and high quality programs for SWD students.
5. Continue a strong relationship with Innisfail State College to ensure that Mena Creek students' longitudinal academic achievement is accessed and reviewed.

# 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 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	50	26	24	9	88%
<b>2015*</b>	39	19	20	6	86%
<b>2016</b>	37	20	17	6	100%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Our small school has a rich mix of students coming from families with a wide range of industry backgrounds which reflects our current society.

We often have over five different ethnic groups represented at our school at any one time. This assists in the active awareness and appreciation of other cultures and social organisations. There is a positive response by parents in participating in cultural activities, which supports the involvement of racial harmony and mutual respect. We provide a high level of differentiation in our classrooms which allows our teachers to give academic extension or support depending on the individual. Our family-like atmosphere is yet another appealing attribute of our school.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	21	18
Year 4 – Year 7	23	23	18
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Mena Creek State School ensures that every student is succeeding by:

- Delivering structured literacy programmes attuned to the individual's needs to ensure continued relative gain beyond the student's year level standard where possible.
- Ensuring learning opportunities for numeracy are delivered with a focus on mental computation, basic facts and number sense through a structure mathematics program strictly adhering to the Australian Curriculum.
- A broad approach to planning where all teachers are involved in the sequencing of lessons across all year levels. This enables the entire Teaching and Learning team to ensure access to learning that is appropriate for each individual.

### Co-curricular Activities

- Interschool and district sports carnivals for athletics, cross country, soccer, netball, kanga cricket and t-ball and softball.
- Opportunities to engage in cooking, gardening and environmental planning and projects.
- Academic competitions against other district schools including Readers Cup
- Environment and Sustainability club
- Student Council
- HOTSHOTS and Orientation Days run through the Innisfail State College

### How Information and Communication Technologies are used to Assist Learning

The school has 28 networked computers with internet access (security filtered) available for student use in classrooms. Further to this, students of Mena Creek State School utilise a suite of iPads and other technologies to ensure they are using contemporary technologies to enhance their learning and promote digital readiness.

Learning activities are structured and sequenced to integrate information technology (including digital cameras, digital microscope and video cameras) with curriculum tasks, but there is also ample opportunity for individuals and groups to experiment and access programs of their choice.

Increasingly, in our school the use of computers and digital technology enables diverse learning experiences by catering for multiple intelligences and varied learning styles.

## Social Climate

### Overview

The social climate at Mena Creek State School is positive, with high parental support and expectations for each student. Many activities are planned throughout the year to build community and a sense of belonging to the community, including Multicultural Day, Discos, and ANZAC Day. We believe all of these activities support the social and emotional learning of students.

Behaviour and expectations are aligned with the P&C approved, school Responsible Behaviour Plan. These values and expectations are taught and reinforced through daily assemblies and daily classroom debriefs.

Our attendance strategy ensures a classroom role is taken twice a day and phone calls to parents/guardians of students who have missed an unexplained number of days, followed by a whole team meeting if needed.

The school devised policy highlights the importance of "Everyday Counts".

Mena Creek State School takes great pride in the attendance results that our community has achieved through a clear message over a number of years.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	88%	100%	100%
their child is making good progress at this school* (S2004)	88%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
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%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	94%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
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%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
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%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	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

Our school's atmosphere is friendly and welcoming. We invite parents to school and classroom events. Parents are appreciated as swimming coaches, reading tutors, tuckshop helpers, P&C members, officials on sports days and in their various capacities as the major contributors to their children's education.

Staff encourage parents to take up opportunities to learn more about building resilience, how to help with reading, how student work is moderated and to how to provide just the right amount of support for homework.

Parent teacher interviews are held twice a year, however parents are free to make appointments with teachers to discuss progress at any time.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These relationship programs include the explicit teaching of appropriate social and learning behaviours and a student-led mentoring program across the school.

## 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Many initiatives were undertaken over the 2016 period including student devised energy-saving concepts, gardening programs and recycling and reusing programs.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	27,911	599
2014-2015	35,210	1,456
2015-2016	45,958	

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	4	0
Full-time Equivalent	3	2	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	3
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 2016 were \$11 777.43.

The major professional development initiatives are as follows:

- Student well-being
- 21<sup>st</sup> Century teaching and learning technologies
- Behaviour Management
- Pedagogy
- Systemic awareness through regional Business meetings

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	99%	99%

### 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 2016.

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	96%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	91%	93%

\*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 2016 for all Queensland Primary schools was 93%.

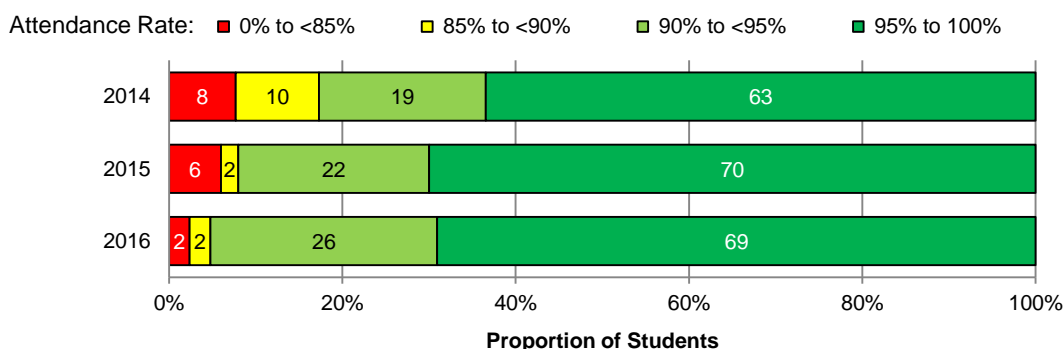
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	97%	93%	97%	96%	92%	98%					
2015	99%	92%	96%	98%	97%	96%	96%						
2016	94%	98%	96%	97%	98%	96%	97%						

\*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.

Our attendance strategy ensures a classroom roll is taken twice a day and phone calls to parents/guardians of students who have not presented at school without explanation are made by 9:30am. Students seen to be at risk of non-attendance are monitored and discussed at whole team meetings to plan for future success. This school devised policy highlights the importance of "Everyday Counts".

Further to this, students are awarded for high attendance rates and the importance of attendance is continuously highlighted through student and staff led assemblies.

## 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

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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.