

Queensland State School Reporting – 2011

Mount Marrow State School (1189)



Postal address	MS 292 Ipswich 4305
Phone	(07) 5464 1358
Fax	(07) 5464 1631
Email	the.principal@mtmarrowss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	The Principal

Principal's foreword

Introduction

At Mount Marrow State School our aim is to continually provide an effective learning environment where students are encouraged to reach their full potential. This is achieved by:

- * Providing a happy and safe educational setting
- * Encouraging creative thinking
- * Developing intellectual processes that facilitate independent learning
- * Demonstrating fair and equitable practices
- * Showing respect for self and others

Our main priority for all students' learning is developing excellent Literacy and Numeracy skills, thereby enhancing student success not only in English and Maths, but across all Key Learning Areas

School progress towards its goals in 2011

Our goals as set out in the 2011 Annual Operational Plan and achievements are as follows:

To improve student's literacy and numeracy achievements across the school:

- Implementation of English Curriculum in line with Essentials
- Implemented Cars and Stars reading program
- Collection and analysis of strategic data e.g. NAPLAN, PAT, Westwood, Probe and its implication for teaching and learning

To improve access and use of ICT in curriculum, assessment and reporting:

- 100% of full time staff received ICT Certificates acknowledging their use of ICTs in curriculum, assessment and reporting
- Use of the Learning Place for activities and projects.

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Future outlook

Literacy and Numeracy

Implement a whole school spelling program based on Sound Waves and Words Their Way.

Continue to implement the whole school reading program Cars and Stars.

Consistent use of whole school mathematics program in our planning.

Increase access and use of ICT in curriculum, assessment and reporting.

Prepare for implementation of National Curriculum in 2012.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
45	20	25	85%

Characteristics of the student body:

At Mount Marrow State School students come primarily from the immediate area of Mount Marrow/Thagoona which is a semi-rural area. There is a small Indigenous and English as a Second Language population at this school. Many families have multiple siblings attending. A large proportion of the school population are practicing members of the Church of Jesus Christ of Latter Day Saints.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	18.5
Year 4 – Year 10	15
All Classes	17.3

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Multi-age Setting

Responsible Behaviour Plan, enhancing the development and practice of appropriate responsible social skills

Rosewood Cluster of Schools collaborative planning and assessment tasks

Partnerships with local schools to extend curriculum offerings

Chaplaincy program supported by the P&C and local community

Incorporation of guest speakers and deliverers including Council Education visits and Fire Education Van.

Extra curricula activities

Days of Excellence based at the Rosewood State High School to assist our students' transition into the high school setting

Young Leader's Day

Year 5 -7 Camp Program – 3 day camp offered to all Year 5-7 students each year.

Student led Project Club – raising money for a variety of projects which include school activities and Oxfam

Life Education Van

Brisbane Planetarium visit

Jump Rope for Heart fundraiser

Ipswich Festival of Children's Literature

How Information and Communication Technologies are used to assist learning

The ratio of computers to students is 4:1. All classrooms are equipped with Interactive Whiteboards. All teachers have laptops for planning and connection to interactive whiteboards. All classes make use of digital cameras, laptops and digital projectors, increasing student confidence and learning opportunities.

Computers and other Information Technologies are used by teachers and teacher aides to effectively plan, prepare and deliver learning activities. Students use computers to present learning assignments, during focused learning episodes, and for internet research, as well as during focused ICT lessons.

Social climate

Mount Marrow State School is situated approximately 15 minutes west of Ipswich.

There is a strong sense of community pride in the school. Students come from the surrounding semi-rural area. In the past, families have had a strong link with agriculture and farming, but with changing trends, most parents now commute to larger centres for employment.

Mount Marrow State School is part of the Rosewood P-12 Education Community which fosters an environment in which all students can access quality learning experiences. The Rosewood P-12 Education Community consists of one central high school (Rosewood State High) and a group of small and larger primary schools.

Our school has three multi-age classes, P-2, 3/4/5 and 6/7. We have a teaching principal and 2 class teachers. We are also serviced by a Principal Relief Teacher, and support staff of a Guidance Officer, a Support Teacher, an Advisory Visiting Teacher, a Physical Education specialist, and a Science specialist.

Our school at a glance

Parent, student and teacher satisfaction with the school

Mount Marrow State School has a hardworking, dedicated staff. The school is supported by parents who take an interest in their child's education and are active in school events.

74% of students responded that they are satisfied that they are getting a good education at this school.

Staff responded "extremely satisfied" (100%) that this is a good school in which to work.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	67%
Percentage of students satisfied that they are getting a good education at school	74%
Percentage of parents/caregivers satisfied with their child's school	56%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	100%
Percentage of staff members satisfied with morale in the school	100%

Involving parents in their child's education

Mount Marrow State School has an active P & C committee and a small group of parents who support the school through P & C initiatives.

Fortnightly newsletters and communication books ensure that parents are informed as to what is happening at Mount Marrow State School and with their child's progress. This continual communication assists us in developing positive, effective relationships.

Parental involvement in the classroom is vital and evident, as is parental commitment to special events and functions held at the school.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Reverse cycle air conditioners are used in classrooms at Mount Marrow State School. All staff and students know that air conditioners are restricted to a temperature of 22 degrees in winter and 24 degrees in summer. All other units in the school, which don't have temperature control in degrees, are restricted to medium range. Everyone was conscious of the use of air-conditioners and ensuring that they were turned off at the end of each day or when they were no longer required. Students were educated by Ipswich Waste on how to minimise their environmental footprint.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	13,525	135
2010	22,195	154
% change 10 - 11	-39%	-12%

Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	6	4	0
Full-time equivalents	4	2	0

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$9472.

The major professional development initiatives are as follows:

Literacy

First Aide Course and CPR Refresher

One School Training

Primary Reading Workshop

C2C Professional Development and Writing Moderation

Joomla 1.5 Fundamental Workshop

QSA – National Curriculum

Year 2 Net District Moderation

Earth Smart Science

NAPLAN marking for writing

Primary Science Facilitator Conference

Differentiation

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 73% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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.

Our staff profile

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government
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SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 96%.

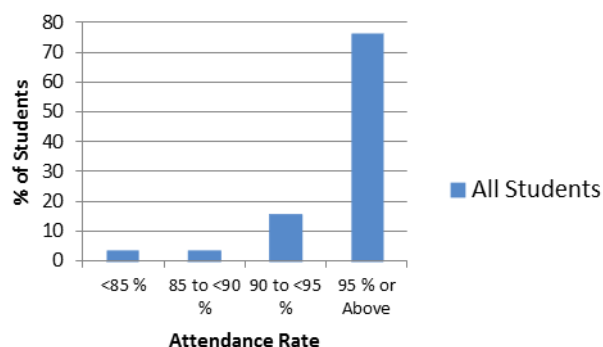
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
99%	96%	94%	99%	96%	97%	94%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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At Mount Marrow State School the roll is marked twice a day, in the morning and afternoon. If a child is absent, parents notify the school either by phoning, a note or in person. If parents do not notify the school, a note is sent home asking them to inform the school as to why their child was absent. If, after three consecutive days absent, the school has not had any notification from the child's parent/carer, phone contact will be made with the family.

Performance of our students

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.

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/>.

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

Performance of our students

Achievement – Closing the Gap

Due to the size of Mount Marrow State School's Indigenous student cohort no information is being reported.