Mount Marrow State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

This annual report outlines many elements of our journey through 2014. Our main focus throughout the year was improving our students' reading and comprehension skills and abilities. We continue this journey in 2015.

At Mount Marrow we understand that all children are on an individual learning journey. We acknowledge individual strengths and support students to develop their areas of need. We understand that all children learn at different rates and continually ask "What is the next step for…". Focusing on the needs of individual learners means that students have continually improved across all key learning areas.

School progress towards its goals in 2014

2014 AIP Priorities	Progress made
High Quality Teaching Practices	• The Mount Marrow Way was implemented. The Mount Marrow Way is based on our school rules: Safe, Responsible and Respectful and incorporates tiered levels of positive reinforcement. • Our teachers refined their knowledge and understanding of explicit instruction. Explicit instruction is a teaching technique where students are guided through a well sequenced series of learning activities with clear goals and expectations for each lesson.
Continuous Monitoring of Student Achievement	• Teachers were provided with specific time to explore levels of student achievement and develop individual and small group strategies to move students to the next level. • Student data at an individual, class and school level underpinned the professional conversations at our regular staff meetings.
Australian Curriculum Implementation	• Our English and Mathematics programs were reviewed to ensure alignment with the Australian Curriculum, our local context and incorporated understandings of how students learn. • This review was used to develop innovative practices for implementation in 2015 to further enhance individual student achievement.

Future outlook

Our priorities for 2015 are:

- Continue to align the Whole School Curriculum Plan and our Assessment and Reporting Plan with the Australian Curriculum while taking into account individual learning needs and our unique school context.

- Increase the ability of staff to gather, interpret and use data to improve individual learning outcomes for students through scaffolded learning activities and explicit instruction.

- Fund, implement and review our innovative Reading and Mathematics Learning Blocks providing smaller class sizes and targeted teaching opportunities based on student needs.

- Expand our successful German program from only Year 5 and 6 students to all students from Prep to Year 6.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	53	24	29	88%
2013	68	29	39	94%
2014	66	34	32	93%

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

Characteristics of the student body:

The majority of Mount Marrow State School students come from our local catchment. Our high expectations of and for our students with regard to behaviour and academics attracts many out-of-catchment enquires and means that we are close to full capacity.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3		20	21
Year 4 – Year 7 Primary		12	9
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	2	4
Long Suspensions - 6 to 20 days	0	0	0
Exclusions[#]	0	0	0

Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Opportunities for children to learn in a supportive and caring environment where learning is based on individual need, not a 'grade'.

- Multi-age learning opportunities focused on the individual guided by teachers experienced in delivering a multi-age curriculum.

- Participation in online German language competitions.

- Participation in German speaking competitions.

Extra curricula activities

- Whole school and inter-school sports days for athletics, swimming and cross-country.

- Bi-annual school camps to promote positive social behaviours and develop leadership skills.

- Participation in community events such as the ANZAC Day March at Rosewood.

How Information and Communication Technologies are used to assist learning

The Mount Marrow State School community integrates Technology into everyday curriculum delivery. We use a number of technologies to deliver the curriculum and provide students with interesting learning experiences. In addition to the number of desktop and laptop computers available in each classroom, we use interactive whiteboards and have a bank of 10 iPads available for student use.

Social Climate

At Mount Marrow State School we believe that students come to school to learn. We have very high expectations of our students with regard to their behaviour and establish clear standards for students to follow.

Our behaviour program is called the Mount Marrow Way and through this program we support all of our students to be Safe, Responsible and Respectful. Throughout the year we explicitly teach our students what it means to be Safe, Responsible and Respectful in various areas of the school and in our broader community.

We reward our students by giving them the opportunity to earn Good Ones. These Good Ones are tracked and students can earn special arm bands they can wear as part of their uniform if they receive the goal amount. If students collect an exceptional amount of Good Ones, they may also receive an engraved medallion at the end of the year.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	95%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	96%	100%
their child feels safe at this school* (S2002)	100%	96%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child's learning needs are being met at this school* (S2003)	100%	85%	100%
their child is making good progress at this school* (S2004)	100%	85%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	60%
teachers at this school motivate their child to learn* (S2007)	100%	86%	100%
teachers at this school treat students fairly* (S2008)	95%	91%	80%
they can talk to their child's teachers about their concerns* (S2009)	89%	96%	100%
this school works with them to support their child's learning* (S2010)	100%	95%	100%
this school takes parents' opinions seriously* (S2011)	94%	90%	100%
student behaviour is well managed at this school* (S2012)	89%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	86%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	89%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	94%	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)	94%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	94%	100%	100%
their school takes students' opinions seriously* (S2043)	89%	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%	100%
their school gives them opportunities to do interesting things* (S2047)	94%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%

Performance measure			
Percentage of school staff who agree[#] that:	2012	2013	2014
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Mount Marrow State School actively encourages the involvement of parents in their child's education. We are fortunate to have an active Parents and Citizens' Association who are constantly looking for ways to improve school life for our students. We have a number of parent volunteers who assist in classrooms and excursion and who support the various extra-curricular activities at the school and on excursions.

Teachers are always available to address any questions or concerns at mutually agreeable times. Students receive written report cards twice a year and parents are offered the opportunity to participate in formal Student-Parent-Teacher conferences at least twice a year.

Reducing the school's environmental footprint

The school is equipped with a bank of solar panels and has multiple water tanks to store water for gardening purposes. All members of the Mount Marrow State School community are encouraged to be conscious of their environmental impact.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	20,046	338
2012-2013	18,674	159
2013-2014	16,906	323

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	5	0
Full-time equivalents	4	3	0

Qualification of all teachers

In 2014, all of our teachers held a minimum of a Bachelor Degree in Education. Two of our teachers were studying their Masters of Education and were incorporating their learnings into providing improved teaching and learning experiences for all students across the school.

Highest level of attainment	Number of Teaching Staff *
Bachelor Degree	7
Total	7

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 was $ 9,500.00.

The major professional development initiatives are as follows:

- Improving teaching and learning through mentoring and peer learning
- Observation and sharing of best practice in the areas of differentiation
- Improving the educational outcomes for students with disabilities

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 66% of staff was retained by the school for the entire 2014 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.**

Find a school

Search by school name

[   ] [GO]

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government

[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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	96%	94%	95%

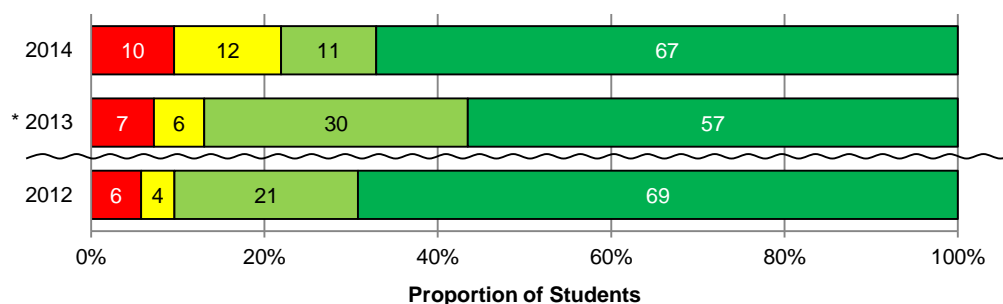The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	95%	97%	97%	91%	98%	93%	97%					
2013	95%	96%	94%	95%	92%	96%	93%					
2014	95%	95%	92%	99%	96%	94%	96%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year			
2014	10	12	11	67
* 2013	7	6	30	57
2012	6	4	21	69

0%   20%   40%   60%   80%   100%

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

All rolls are marked tw ice a day, morning and afternoon. All classroom rolls are collected weekly with attendance data collected in One School. Families with students absent for more than three days are contacted by the school in order to determine the cause of absence.
It is a requirement that all student absences are explained by a note, via email or by telephone by the parent/caregiver. The school has a dedicated email address to inform all teachers and administration of student absences.

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/.

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.**

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Due to the small cohorts of students data has been withheld to protect students' privacy.

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