

# Mount Marrow State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	MS 292 Ipswich 4305
Phone	(07) 5464 1358
Fax	(07) 5464 1631
Email	principal@mtmarrowss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Principal – Eliza Borsht

## Principal's foreword

### Introduction

This annual report outlines many elements of our journey in 2015. Our main focus throughout the year was using student data to guide teaching and aligning school curriculum plans to the Australian Curriculum.

At Mount Marrow we understand that all children are on an individual 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 2015

#### *Australian Curriculum Implementation* Progress made:

- 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.

Current: A whole school curriculum framework is being developed collaboratively. Teaching staff are engaging with cluster meetings to develop skills around the implementation of the Australian Curriculum.

#### *Continuous Monitoring of Student Achievement* Progress made:

- 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. Case management meetings are held frequently to discuss student learning and goals. Targeted intervention is reviewed and adapted as required.
- Fund, implement and review our innovative Reading and Mathematic Learning blocks providing smaller class sizes and targeted teaching opportunities based on student needs.

Current: Staff have been employed to facilitate Reading, Spelling and Mathematics Groups. Continual monitoring of student progress occurs and guides student groupings to ensure all students access their curriculum entitlements and that their individual needs are met.

### Future outlook

Our School Improvement Priorities for 2016 are:

- Review and revise school processes around reading data retrieval, storage and usage to inform explicit teaching in reading.
- Review the school wide approach to the teaching of reading comprehension skills and relevant resources.

- Develop and embed a whole school curriculum framework in alignment with the Australian Curriculum.
- Implement an evidence based and consistent school approach to the explicit teaching of spelling.
- Invest in teacher capacity around reading instructions through classroom coaching and instructional rounds.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	68	29	39	2	94%
2014	66	34	32	4	93%
2015	57	28	29	3	97%

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 2015, 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:

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 enquiries and means that we are close to full capacity.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	21	21
Year 4 – Year 7 Primary	12	9	15
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	4	5
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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\* 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.

## Curriculum delivery

### Our approach to curriculum delivery

- Opportunities for children to learn in a supportive and caring environment where learning is based on individuals 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 and 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 improve 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 behavior and establish clear standards for students to follow.

Our behaviour program is called 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 ares 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 school year.

## Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	96%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child feels safe at this school (S2002)	96%	100%	100%
their child's learning needs are being met at this school (S2003)	85%	100%	82%
their child is making good progress at this school (S2004)	85%	100%	73%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	86%	60%	82%
teachers at this school motivate their child to learn (S2007)	86%	100%	82%
teachers at this school treat students fairly (S2008)	91%	80%	82%
they can talk to their child's teachers about their concerns (S2009)	96%	100%	100%
this school works with them to support their child's learning (S2010)	95%	100%	91%
this school takes parents' opinions seriously (S2011)	90%	100%	90%
student behaviour is well managed at this school (S2012)	100%	100%	91%
this school looks for ways to improve (S2013)	100%	100%	90%
this school is well maintained (S2014)	86%	100%	91%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
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%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
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)	80%	100%	80%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
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%

<sup>#</sup> '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

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 excursions and who support the various extra-curricular activities at the school.

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
2012-2013	18,674	159
2013-2014	16,906	323
2014-2015	5,563	40

\*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.

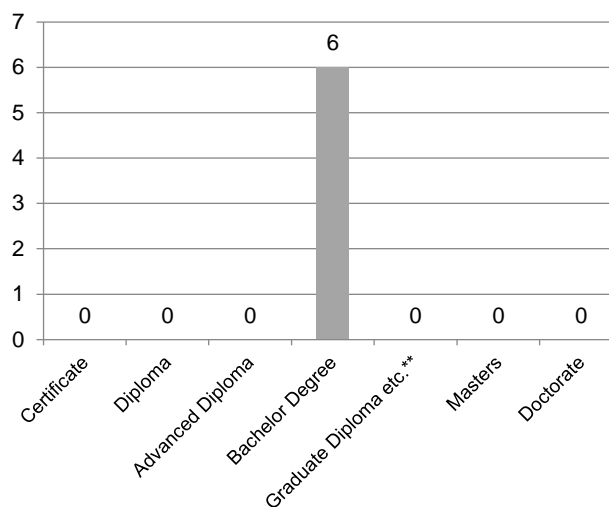
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	4	0
Full-time equivalents	4	3	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc. **	0
Masters	0
Doctorate	0
<b>Total</b>	<b>6</b>



\*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 2015 were \$7,932.

The major professional development initiatives are as follows:

- Providing three teachers with access to the Reading to Learn Professional Development.
- Age Appropriate Pedagogy development and implementation

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 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

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Sector:

☒ Government

☒ Non-government

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	89%	91%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)													
	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
2013	94%	95%	96%	94%	95%	92%	96%	93%					
2014	94%	95%	95%	92%	99%	96%	94%	96%					
2015	98%	92%	96%	95%	93%	95%	96%						

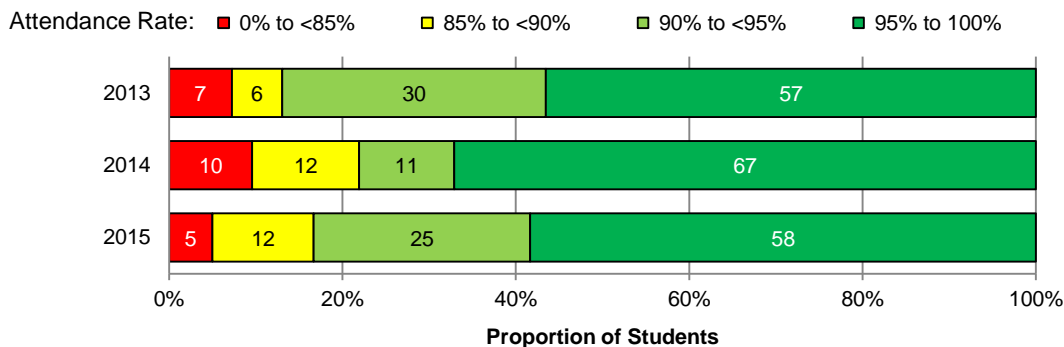
\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total 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.

All rolls are marked twice a day, morning and afternoon. All classroom rolls are completed in One School by classroom teachers. The school Business Administration Officer will update rolls electronically when student arrive late or depart early. 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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☒ Government
   
☒ Non-government

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