Mount Marrow State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Mount Marrow State School is a small, semi-rural school west of Ipswich with a maximum enrolment of 70 students. Our multi-age classrooms comprise an early years class of Prep-2, a 2-4 class and a 5-6 class. We have an overall philosophy of helping all children reach their potential. The school supports strong values and standards and parents are encouraged to become active participants in their child's education. We focus on developing quality teaching and learning activities designed to cater for individual learning needs in a safe, supportive and inclusive environment.

Principal's Forward

Introduction

The intent of the School Annual Report is to provide parents and members of the community with information which is common for all State and Non-State Schools in Queensland. It provides an overview of the highlights and successes of Mount Marrow State School in 2016 and also provides information on our future direction. We are very proud of our school's successes and are pleased to have the opportunity to share them through this report.

School Progress towards its goals in 2016

Our School Improvement Priorities for 2016 were:
- 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

All staff at Mount Marrow worked consistently towards the above priorities throughout 2016.

Future Outlook

In 2017, we will be working towards improving our ability to provide students with effective feedback in order to improve their reading fluency and comprehension. This will further refine the skills of our teachers and broaden the capacity of our teachers to provide individualised teaching and learning activities for our students

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	66	34	32	4	93%
2015*	57	28	29	3	97%
2016	63	33	30	3	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
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
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	21	21
Year 4 – Year 7	9	15	22
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
At Mount Marrow State School the Australian Curriculum is used to deliver learning programs in English, Mathematics, Science, Geography and History. The Queensland Curriculum is used to deliver The Arts, Health and Physical Education, and Technology. Our daily lessons are embedded within the Gradual Release of Responsibility model.

Opportunities for children to learn in a supportive and caring environment where learning is based on individuals need, not a 'grade'. We offer multi-age learning opportunities focused on the individual guided by teachers experienced in delivering a multi-age curriculum.

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Co-curricular 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 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

Overview
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 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 school year.

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%	95%
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)	100%	82%	95%
their child is making good progress at this school* (S2004)	100%	73%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	91%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	60%	82%	91%
teachers at this school motivate their child to learn* (S2007)	100%	82%	95%
teachers at this school treat students fairly* (S2008)	80%	82%	95%
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%	91%	91%
this school takes parents' opinions seriously* (S2011)	100%	90%	100%
student behaviour is well managed at this school* (S2012)	100%	91%	100%
this school looks for ways to improve* (S2013)	100%	90%	100%
this school is well maintained* (S2014)	100%	91%	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%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
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%	88%
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%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# 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%	80%	83%
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

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.

Respectful relationships programs

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The school has developed and implemented a program or programs that focus on appropriate, respectful 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	4	5	1
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
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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	16,906	323
2014-2015	5,563	40
2015-2016	22,003	90

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.**

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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	6	5	0
Full-time Equivalents	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	5
Diploma	0
Certificate	0

*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 $ 34,175.92

The major professional development initiatives are as follows:

- Unpacking the Australian Curriculum
- Assessment within the Australian Curriculum
- Collecting, interpreting and analyzing student data
- Supporting students in reading
- Feedback and observation

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

Staff Attendance and Retention

Staff attendance

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AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 72% 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%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	97%

*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%	95%	95%	92%	99%	96%	94%	96%					
2015	98%	92%	96%	95%	93%	95%	96%						
2016	96%	95%	94%	96%	95%	93%	95%						

*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.
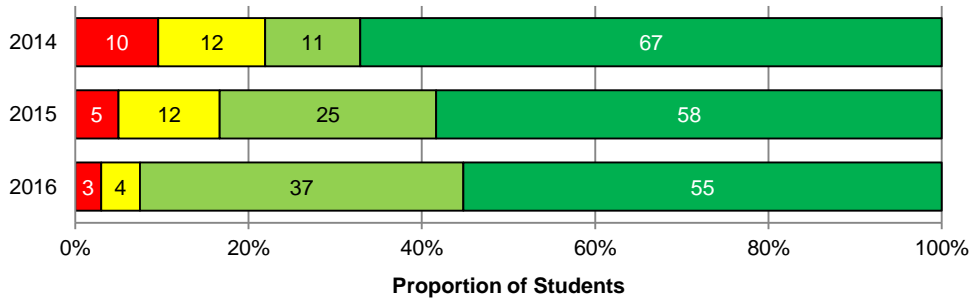
DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	10	12	11	67
2015	5	12	25	58
2016	3	4	37	55

Proportion of Students

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 then 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

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.**

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.