



# Mount Marrow State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

## Contact Information

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

## School Overview

Mount Marrow State School is a small, semi-rural school west of Ipswich with a maximum enrolment of 70 students.

Our very positive school culture is a direct result of our Mount Marrow Way behaviour program. We believe that students come to school to learn and we have very high expectations of our students with regard to their behaviour. We support all of our students to be Safe, Responsible and Respectful through a structured program and recognition of positive behaviours. This positive climate allows our focus to remain on learning throughout the day.

All staff are dedicated and experienced professionals who provide a wonderful learning environment for our students. They work collaboratively and take a keen interest in using high-impact teaching strategies and maintain high expectations for all students in our inclusive classrooms.

We are a school of choice in the local area and are proud of the high standards our students achieve in academic, cultural and sporting pursuits.

## Principal's Foreword

### Introduction

#### **School Progress towards its goals in 2017**

At Mount Marrow State School we continued to deepen our knowledge of the Australian Curriculum. We refined our school wide approach to the teaching of reading and began our journey into coaching for improvement of professional practice.

#### **Future Outlook**

By the end of 2018, we will:

- have developed a whole school writing framework and professional development program to enhance our expert teaching team's ability to understand the writing demands of the Australian Curriculum and ensure consistent pedagogy from Prep to Year 6 while meeting the needs of our individual learners;
- refine teacher and student precision about next steps in learning and all students will receive regular feedback (covering task-level, process level & self-regulation level feedback) based on their individual learning goal in reading and writing so that students understand their progress towards and next steps to reach their goal; and
- we will be working collaboratively in a systematic manner to improve our ability to monitor students' progress and target teaching to meet their individual needs based on the Australian Curriculum.

## Our School at a Glance

### School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** No  
**Year levels offered in 2017:** Prep Year - Year 6  
**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	57	28	29	3	97%
2016	63	33	30	3	100%
2017	66	36	30	4	94%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### Characteristics of the Student Body

#### Overview

Mount Marrow State School enjoys a reputation for academic and sporting success along with a very positive learning environment. The majority of Mount Marrow State School students come from our local catchment and the student population consistently remains between 60 and 70 students. An enrolment management plan is in place that clearly outlines the process for students who reside outside of our catchment.

#### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	21	23
Year 4 – Year 6	15	22	22
Year 7 – Year 10			
Year 11 – Year 12			

### Curriculum Delivery

#### Our Approach to Curriculum Delivery

Mount Marrow State School delivers the Australian Curriculum from Prep to Year Six.

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.

Students in Year Five and Six participate in a German language and cultural program.

### Co-curricular Activities

Participation in interschool sporting events for athletics, swimming and cross country.

Camp program for students in Year Five and Six.

Optional music program through the Music Bus

### Prep Orientation

Mount Marrow State School offers a transition program to all students starting Prep the following year.

### 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 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 <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	95%	80%
this is a good school (S2035)	100%	100%	90%
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)	82%	95%	90%
their child is making good progress at this school* (S2004)	73%	91%	90%
teachers at this school expect their child to do his or her best* (S2005)	91%	100%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	91%	70%
teachers at this school motivate their child to learn* (S2007)	82%	95%	80%
teachers at this school treat students fairly* (S2008)	82%	95%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	90%
this school works with them to support their child's learning* (S2010)	91%	91%	90%
this school takes parents' opinions seriously* (S2011)	90%	100%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	91%	100%	90%
this school looks for ways to improve* (S2013)	90%	100%	89%
this school is well maintained* (S2014)	91%	100%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
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%	88%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	93%
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:	2015	2016	2017
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%	83%	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%	90%
student behaviour is well managed at their school (S2074)	100%	100%	90%
staff are well supported at their school (S2075)	100%	100%	90%
their school takes staff opinions seriously (S2076)	100%	100%	80%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	90%
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

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Through our Mount Marrow Way behavior program and with the support of our Adopt-a-cop we focus on personal safety and awareness, including identifying and responding to abuse and violence while developing the knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. Our staff support and establish a culture that seeks to prevent gender based violence, through the building of respectful relationships amongst all members of the school community.

### 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	2015	2016	2017
Short Suspensions – 1 to 10 days	5	1	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## 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
2014-2015	5,563	40
2015-2016	22,003	90
2016-2017	2,378	116

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	7	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	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	3
Diploma	
Certificate	



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

\*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 2017 were \$13,763.36.

The major professional development initiatives are as follows:

- Peer and leadership coaching
- Professional collaboration sessions
- Teaching of writing

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	93%

### 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 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	97%	94%

\*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 2017 for all Queensland Primary schools was 93%.

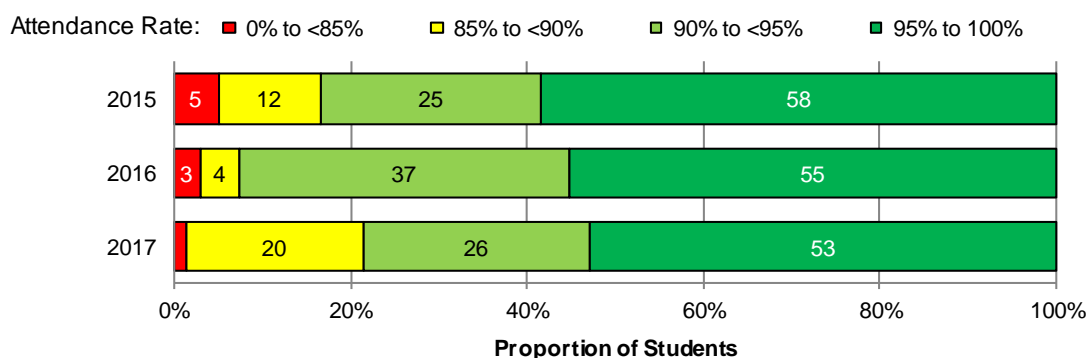
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	98%	92%	96%	95%	93%	95%	96%						
2016	96%	95%	94%	96%	95%	93%	95%						
2017	94%	94%	94%	94%	94%	95%	93%						

\*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 Department of Education 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, sms or by telephone by the parent/caregiver. The school has a dedicated email address to inform all teachers and administration of student absences.

## 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

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 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.