Mount Marrow State School
MOVING MOUNTAINS

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland Government

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School overview

Mount Marrow State School is a small, semi-rural school west of Ipswich. We are a school of choice in the local area and operate under an enrolmnet management plan to ensure that we stay under our 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 proud of the high standards our students achieve in academic, cultural and sporting pursuits.

School progress towards its goals in 2018

There were 3 improvement priorities for 2018:

Improvement priority 1 - Consistency

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.

Improvement priority 2- Feedback

By the end of 2018, we will 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.

Improvement priority 3- Collaboration

By the end of 2018 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.

Progress was achieved in all areas.

Future outlook

2019 is going to be a great year! We aim to increase the percentage of students achieving a 'B' standard or above in English from 51% to 60%. •Provide targeted professional development and make coaching available to deepen teachers' and teacher aides' understandings of the teaching of writing in the classroom.

•Develop and implement a plan for monitoring early phase literacy, including the schedule of Early Start assessments, opportunities for professional conversations regarding student progress and strategies for intervention as part of the case management process.

•Provide professional development for teachers and school leaders through the observation and feedback process to increase capability to initiate and implement innovative practices.

•Provide intensive support for students on the cusp of achieving the next grade.

We are also undertaking a significant upgrade to our outdoor learning areas.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	63	66	65
Girls	33	36	33
Boys	30	30	32
Indigenous	3	4	7
Enrolment continuity (Feb. – Nov.)	100%	94%	92%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	23	21
Year 4 – Year 6	22	22	23
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	80%	92%
• this is a good school (S2035)	100%	90%	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)	95%	90%	92%
• their child is making good progress at this school* (S2004)	91%	90%	85%
• teachers at this school expect their child to do his or her best* (S2005)	100%	90%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	70%	69%
• teachers at this school motivate their child to learn* (S2007)	95%	80%	92%
• teachers at this school treat students fairly* (S2008)	95%	90%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	90%	92%
• this school works with them to support their child's learning* (S2010)	91%	90%	92%
• this school takes parents' opinions seriously* (S2011)	100%	90%	100%
• student behaviour is well managed at this school* (S2012)	100%	90%	92%
• this school looks for ways to improve* (S2013)	100%	89%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	100%	90%	92%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• 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)	88%	100%	85%
• their school takes students' opinions seriously* (S2043)	100%	93%	95%
• 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%	95%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	83%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	90%	100%
• student behaviour is well managed at their school (S2074)	100%	90%	100%
• staff are well supported at their school (S2075)	100%	90%	100%
• their school takes staff opinions seriously (S2076)	100%	80%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	90%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018

* 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 education 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 behaviour program 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	0	3
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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. We have a recycling program and use the profits from cash-for-cans to support a reduction of camp fees for students. All members of the Mount Marrow State School community are encouraged to be conscious of their environmental impact.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	22,003	2,378	19,553
Water (kL)	90	116	2,776

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
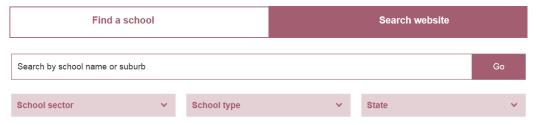
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	5	6	0
Full-time equivalents	4	3	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	4
Diploma	
Certificate	

*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 2018 were $20,126.76.

The major professional development initiatives are as follows:

-Peer and leadership coaching

-Professional collaboration sessions

-Teaching of writing

-Book Studies

-Moderation

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	93%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 76% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	97%	94%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	96%	94%	92%	Year 7			
Year 1	95%	94%	93%	Year 8			
Year 2	94%	94%	95%	Year 9			
Year 3	96%	94%	96%	Year 10			
Year 4	95%	94%	94%	Year 11			
Year 5	93%	95%	93%	Year 12			
Year 6	95%	93%	93%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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%
2016	3	4	37	55
2017		20	26	53
2018	8	14	36	42

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.
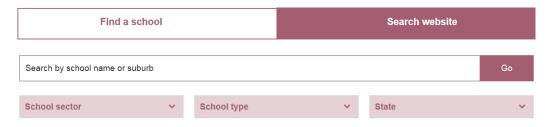
All rolls are marked twice a day, morning and afternoon. All classroom rolls are completed in One School by classroom teachers. The school Business Administration Officer will update rolls electronically when student arrive late or depart early. Families with students absent for more than three days 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.