



Marian State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Although our school now enjoys a new location with new buildings and facilities, the history of Marian State School actually dates back to 1886. From that time it has grown to become a state-of-the-art facility with a strong emphasis on ICTs. We are a new school that is proud of its old traditions and heritage. Our students excel in many areas including academic, sport and culture. We wear our uniform with pride. We are strongly involved in our local network of Pioneer Valley schools. We are proud to be one of the top performing schools in our region regarding State and National testing and School Opinion Surveys in recent years. Marian State School lives by its motto 'Success Crowns Effort' in all aspects of life. Our students all look after each other and are supportive of those needing help. Marian is a distinctive school because it has a small farm. Students are encouraged to care for our animals which include chickens, ducks, geese, guinea pigs, peacocks and even goats and a sheep.

Principal's Foreward

Introduction

School Progress towards its goals in 2016

Strategy – Ensuring consistent whole school practices around the teaching and learning and assessment of reading within English.		
Actions	Progress	Future Needs
Implementation of the reading framework with a focus on active comprehension skills.	Complete	
Collaboratively develop reading assessment with teachers to align with ACARA and school based GTMJ.	Complete	
Collaboratively develop reading comprehension teaching focus and resources for each year level in meetings	Complete	
Strategy – Using student reading data to differentiate to meet learning needs.		
Actions	Progress	Future Needs
Implement and analyse diagnostic/formative assessment to inform and change grouping in "challenge groups" as required each semester.	Ongoing	Continue in 2017
Utilise One School and CQ3S for data entry (by Teacher Aide)	Ongoing	Continue in 2017
Guide teachers through data analysis in year level and planning meetings	Ongoing	Continue in 2017
Utilise additional staff in supporting differentiation in reading and oral language	Complete	
Strategy Building teacher/teacher aide capability in reading pedagogy.		
Actions	Progress	Future Needs
Engage in Professional learning with Kay Rankin around areas deemed priorities in our reading framework.	Complete	
Classroom observations to provide feedback on specific pedagogy/ strategies.	Complete	
Engage in instructional rounds	Complete	
Engage in professional learning with speech pathologist around specific school needs – OLEY/PMAP	Complete	
Reinvigorate admin, staff meetings, year level meetings and planning meetings to clearly identify agenda items including moderation, collaborative planning, and analysis of data.	Ongoing	Continue in 2017
Provide professional learning on CQ3S	Complete	

Improvement priority - Writing

Strategy - Ensuring consistent whole school approach to the teaching and assessment of writing within English.		
Actions	Progress	Future Needs
Continue to implement school writing framework with specified genres for each term.	Complete	
Moderate a demand writing task at : school level cluster level	Complete	
Strategy – Building leadership capability in the assessment of writing.		
Actions	Progress	Future Needs
Develop a writing GTMJ based on ACARA English curriculum to complement the reading GTMJ.	Complete	
Provide professional learning on CQ3S	Complete	
NAPLAN writer’s markers guide professional learning. Sharing learnings and supporting moderation.	Complete	

Improvement priority - Mathematics

Strategy – Building teacher capability in the proficiencies in Mathematics.		
Actions	Progress	Future Needs
Instructional rounds with Numeracy Alliance team modelling the inquiry approach through open-ended problem solving. Debrief lead by HOC/Master Teacher	Complete	
Instructional rounds with staff volunteers (5) modelling the inquiry approach through open-ended problem solving. Debrief lead by HOC/Master Teacher.	Complete	
Provide professional learning on CQ3S	Complete	
Provide professional learning provided by Australian Curriculum PEAC for teaching staff.	Complete	

Future Outlook

Our Explicit Improvement Agenda for the 2017 school year is as follows:

Strategy	Professional analysis of student learning data to inform pedagogy.
	Structure formal moderation activities, staff and year level meetings in which teachers analyse and discuss relevant student learning data
	Use data to populate Improvement & Achievement Matrix to inform future pedagogical practice
	Pedagogical practice to be recorded via use of differentiation cones for each class
	Access research and consider recommended/best practice student feedback structures

Strategy	Review and re-development of whole school Language Conventions Framework
	Review whole school frameworks, processes and internal monitoring for Spelling, Grammar & Punctuation
	Investigate best practice pedagogy in Spelling and Grammar & Punctuation
	Review whole school, year level and class student assessment expectations in Spelling and Grammar & Punctuation.
	Research and investigate quality curriculum resources to enhance pedagogy in these curriculum areas.
	Invest in teacher professional development and capability development with regards Language Conventions

Strategy	Progressive implementation of Australian Curriculum
Use CQ Curriculum Scan to provide continuous reference point for implementation strategies	
Identify, share and adopt best practice in the use of Learning Walls to identify unit intent	
Review opportunities for teachers to plan collaboratively	
Focus on gradual release of ownership and responsibility for longer term curriculum planning to teachers and away from Master Teacher/HOC	

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	567	261	306	34	95%
2015*	535	252	283	24	93%
2016	543	261	282	24	95%

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

There continues to be a significant number of mobile students enrolling and leaving during the school year. Families report key reasons for movement during the school year to be either employment related or implications related to the availability of affordable accommodation.

A significant number of students continue travel by bus to and from school.

Approx. 5% of students were of Indigenous heritage and 5% have recognised Learning Disabilities. A significant number of students present with have Learning Difficulties in one or more curriculum areas.

Our student population is reflective of a range of socio-economic and cultural backgrounds. Our 2016 My School ICSEA value was 987 (National Ave is 1000), with 27% of families experience significant socio-economic disadvantage, 66% in the middle quarters and 7% of families in the top quarter of socio-educational status.

A significant number of the student population come from parents involved in mining or mining related employment. Historically, students have come from families involved in agriculture industry.

The Marian State School's curriculum goal is "Success Crowns Effort". Our curriculum aims to provide students with essential literacy, numeracy and citizenship skills that will be relevant and useful throughout their lives. Our school provides a learning environment where all students strive to reach their individual potential, developing a sense of self-worth and self-discipline.

Staff, students and parents work together within a safe and supportive learning environment. Our school offers a Positive Behaviour Support Program and therefore we are proactive in acknowledging positive and productive student behaviours. We use effective and supportive strategies when teaching appropriate behaviours for our school setting. Students of the Marian State School are well aware of our three all-encompassing school rules ... Always Be A Learner, Always Be Safe and Always Be Respectful.

We acknowledge, appreciate and encourage students to engage in the range of academic, sporting and cultural learning opportunities made available at our school. Our school has a long history of student success and continues to provide



opportunities for individual students to extend their academic learning, participate in representative sport, join our instrumental music program or participate in choral groups.

Our school has embraced Information and Communication Technologies (ICT) as a means to motivate and enhance student learning. In addition to the school's Computer Laboratory, students in all classes have computer and internet access.

Our students develop values of tolerance, understanding and personal responsibility. Collectively we benefit from the valuable contribution made by Students with Disabilities and their families who are supported by our SEP Team and led by our cluster Head of Special Education Services. We are proud of our rich cultural and social diversity which is reflective of the community we serve. Children use various modes of transport (walk, bicycle, car and bus) when commuting to and from our school, with some off street car parking available if required.

Links exist with a PCYC After School Care program for families who wished to avail themselves of these services.

Families interested in enrolling children at our school are encouraged to make an appointment with a member of our school administration team. We believe families will best be able to access quality information about the Marian State School by visiting our school and discussing your child's educational requirements with our staff.

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	23	22
Year 4 – Year 7	26	25	27
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 LOTE (Japanese) in Yrs 5 & 6

Early Intervention programs

Physical Education Specialist program

Music Education Specialist program

Instrumental Music

Integration of Special Needs students

Outdoor Education Camps (annual Yr 6 Sydney & Canberra and Yr 5 Kinchant Outdoor Education Centre educational excursions)

Classroom Curriculum Programs include all eight Key Learning Areas – English, Mathematics, Science, History, Geography, Arts, Health & Physical Education, Languages Other Than English-Japanese

A long term priority is the integration of Information & Communication Technology in student learning programs. Opportunities are provided for students to make effective use of our computer lab, classroom and laptop computers and associated hardware to enhance learning outcomes. Regular use is made of Interactive Whiteboards and Document Projectors in classrooms. Parents, students and teachers report the educational benefit of the 'at school' and 'at home' availability of the on-line computer programs (eg Sunshine On Line).

Marian State School has a well established reputation for its inclusive education philosophy and practice which endeavours to provide a wide range of curriculum programs and activities for the children who attend the school. A snapshot of our curriculum approach includes:

- * Single and multi-age classes across the school.
- * A comprehensive intervention program across the P-6 classes.
- * Effective program support for students with verified disabilities.

Extra curricula activities

Learning Extension Activities - Pioneer Valley & MacDonald Maths Competition; Public Speaking Competition, Opti-Minds, School Drama Production; Transitional Programs as provided by the Mirani State High School

Sports - School, Interschool, District, Regional and State Representative Sport; Sport Education Programs

Arts - Choir, Recorder Band, Eisteddfod, Days of Excellence, African Drums, Visiting Performer Groups

School Farm

After-School Sports Programs – eg run by Sports Development Officers, local junior sporting clubs

How Information and Communication Technologies are used to improve learning

Computer Technology supports and enhances curriculum offerings as an integral component of learning programs. A variety of curriculum applications are taught to children so that ICT compliments learning activities. Students use ICT to research, communicate, record and/or publish during their learning activities.

Students have access to a limited number of computers in classrooms and a computer laboratory (class set of computers) caters for whole class learning. All classrooms are now equipped with Interactive White Boards & digital document projectors. ICT devices such as digital cameras are also utilised in classrooms.

The school continues to investigate the educational value of providing on-line programs for student use both at school and at home. Staff continue to source ICT programs that may enhance educational programs for all students and individual students with particular learning needs.

All teachers have received their Computers for Teachers laptop and engage in professional activity that promotes the integration of ICTs in teaching, learning and assessment. Staff access and deliver the following: The Learning Place, Learning Objects, Ed Studios, English, Maths, Science, History & Geography links embedded in C2C units to support teacher pedagogy.

Social Climate

Marian State School has an excellent reputation in the community and in the Pioneer Valley. Despite having transitioned from a small rural school to a larger and more complex school environment, Marian continues to be highly regarded as evidenced by our annual opinion survey outcomes

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	91%	93%	98%
this is a good school (S2035)	95%	89%	98%
their child likes being at this school* (S2001)	93%	93%	100%
their child feels safe at this school* (S2002)	100%	95%	98%
their child's learning needs are being met at this school* (S2003)	89%	91%	97%
their child is making good progress at this school* (S2004)	88%	89%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	97%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	89%	95%
teachers at this school motivate their child to learn* (S2007)	93%	93%	95%
teachers at this school treat students fairly* (S2008)	95%	88%	87%
they can talk to their child's teachers about their concerns* (S2009)	98%	98%	98%
this school works with them to support their child's learning* (S2010)	93%	89%	97%
this school takes parents' opinions seriously* (S2011)	92%	76%	84%
student behaviour is well managed at this school* (S2012)	91%	85%	87%
this school looks for ways to improve* (S2013)	96%	93%	94%
this school is well maintained* (S2014)	100%	100%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	95%	97%
they like being at their school* (S2036)	96%	88%	89%
they feel safe at their school* (S2037)	87%	95%	91%
their teachers motivate them to learn* (S2038)	97%	97%	97%
their teachers expect them to do their best* (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	97%	93%
teachers treat students fairly at their school* (S2041)	90%	91%	91%
they can talk to their teachers about their concerns* (S2042)	90%	91%	87%
their school takes students' opinions seriously* (S2043)	91%	86%	86%
student behaviour is well managed at their school* (S2044)	81%	85%	89%
their school looks for ways to improve* (S2045)	96%	95%	95%
their school is well maintained* (S2046)	95%	91%	91%
their school gives them opportunities to do interesting things* (S2047)	93%	94%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	98%
they receive useful feedback about their work at their school (S2071)	91%	97%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	90%	92%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	98%	100%	95%
student behaviour is well managed at their school (S2074)	93%	97%	95%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
staff are well supported at their school (S2075)	98%	97%	91%
their school takes staff opinions seriously (S2076)	97%	100%	93%
their school looks for ways to improve (S2077)	97%	100%	95%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	93%	100%	91%

* 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

Most parents at Marian are very supportive of their children and our school, with many directly contributing to aspects of school life and student learning. Parents share high expectations of our students and are always welcome to be actively involved in our school and their child's education. We encourage parental involvement and provide the following good communication opportunities for this to occur...

- * Our open door policy – parents are always welcome.
- * Effective Student Reporting processes - Formal & informal Parent/Teacher Interviews, Goal Setting Discussions and Formal Semester Reports
- * Class Information Sessions at the beginning of each year, Term by Term Class Newsletters
- * Open communication between teachers and parents (ie. Use of Homework folders/books as "Communication Books")
- * Parent Information Sessions and Volunteer training opportunities
- * Invitations to classroom activities, such as culminating activities at the end of term
- * Special Events –P-2 Easter Bonnet Parade, ANZAC Assembly, Sports Days, Annual Awards
- * Our fortnightly school newsletter weekly includes forthcoming events, acknowledgements of students, staff and a cross section of information from school and parent groups at the school.

Through the P&C committee and P&C functions, parents are involved in:

- * Strategic school planning (eg Annual Improvement Plan & Budget, School Reviews, Policy Development)
- * Committee Projects
- * Tuckshop
- * Parent Helpers' Group
- * Uniform Shop
- * School Discos, Carols Night, Sports Days
- * Parent "Welcome" for parents new to our school.

Additional avenues are available to encourage the involvement of our Indigenous families through the involvement of community health professionals to assist families.

Our school recognises the enormous benefit students receive when parents demonstrate an obvious and on-going commitment to their education.

Respectful relationships programs

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	31	8	10
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

A raised awareness of how power could be conserved has resulted in a minimisation of power consumption and water use. These initiatives complement existing programs of waste reduction (eg Aluminium Cans Recycling), power minimisation (lights & fans off when rooms unoccupied, air-conditioning in Terms 1 & 4 only) and water conservation (eg deliberate maintenance of toilets & taps)

Our School Environmental Management Plan identifies key aspects of school operations which can contribute to future sustainability improvements which are managed in light of a growing student population.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	184,941	3,642
2014-2015	178,248	2,466
2015-2016	161,301	3,065

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	42	32	<5
Full-time Equivalents	37	17	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	2
Bachelor degree	38
Diploma	2
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 \$31,997.11

The major professional development initiatives are as follows:

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 96% 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).	94%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	91%	92%

*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%.

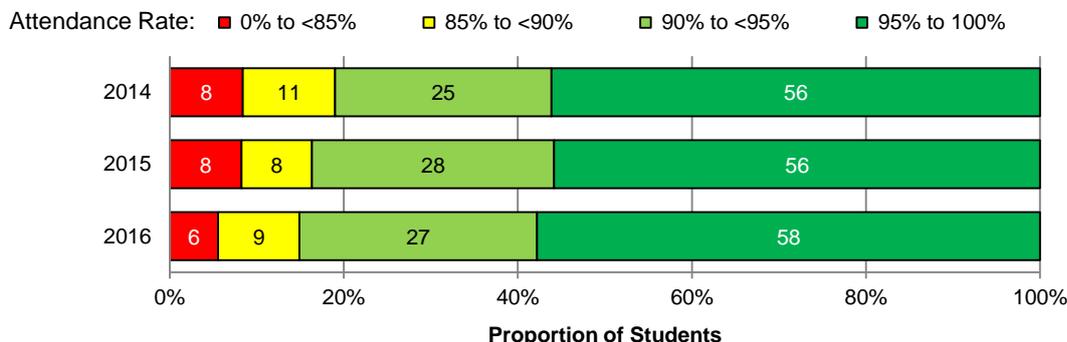
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	93%	93%	95%	94%	93%	92%	94%					
2015	95%	93%	94%	94%	95%	94%	95%						
2016	95%	94%	94%	94%	94%	96%	95%						

*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:



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.

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

Rolls are marked twice daily and administratively collated each week. Each morning the school informs parents of unexplained absent students via SMS4Schools alert.

Parents are contacted if students absent without explanation for 3 or more consecutive days. Staff check on student's wellbeing and request that parents explain the absence. A record of 10 days absent in any one school term, results in communication with parents outlining the educational disadvantage to their children and seeking a cooperative response that will maximise future attendance. References to a significant number of absences are also included in the student's Semester Report Card.

Parents are required to submit notification to the Principal when taking students away from school for extended periods e.g. holidays during school terms.

If a student's absence is continual or reoccurring the parents are contacted by the Principal to develop a plan if required to ensure the child's return to school. Individual student & family 'case management' is undertaken as required for the small percentage of students who have consistently poor records of school attendance (eg less than 85% attendance)

If the parent is not contactable an official letter is sent home, requesting an interview. Should the parent fail to attend the interview, a second formal letter is sent home informing the parent of possible prosecution.

Particular attention is given to students who are regularly late to school as this also has a deleterious effect on their learning outcomes.

As an incentive, each week a student attends school every day, they are given a raffle ticket which they can then enter into a lucky draw at the end of the term. Ten students enjoy a movie pass as recognition of their good attendance record.

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**.

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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 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.

