Marian State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

I am pleased to present the 2015 Annual School Report for the Marian State School. We sincerely welcome those making a first time contact with our school via our website and this 2015 Annual School Report. This report will provide a 'snap shot' of our school, our achievements, local context for our school community and the wider education community in which we work.

Our school community is proud of the achievements of the students, staff, parents & carers as we work together to achieve the best outcomes for each student. Our motto "Success Crowns Effort" demonstrates the value we place on children's successes in life both within and beyond the school.

Marian State School is a co-educational school offering a high quality educational experience for students from Prep to Year 6. We partner with the Marian C&K Kindergarten which is located on our school grounds and have entered into a productive relationship with newly established Petit Early Learning Journey also located in Marian.

Marian State School is proud of its educational programs which provide students with a range and balance of learning opportunities.

We believe all school community members have the right to:

* A caring, supportive and positive environment.

* Quality 'explicit' teaching and relevant learning opportunities.

* Achieve their full potential.

* Enjoyment and success in life.

We also believe all school community members have the responsibility to:

* Recognise and celebrate their own and others' rights and achievements.

* Be active in the school community.

* Involve others in decision making.

* Use positive social and personal skills.

* Work as part of a team.

Marian State School has a proud record of working with parents to meet the educational and social needs of our students. Achieving good educational outcomes for our students is very much dependent on a successful partnership between students' families and our school. Each child's progress is heavily influenced by the interest parents show in children's education, the support parents provide and how they choose to participate in school affairs. To this end, parents are always encouraged to maintain a regular contact with our teaching staff and to be

actively involved in our school activities. We are committed to promoting the best interests and maximising learning outcomes for individual children as a result of excellence in teaching and learning.

Marian State School is a well resourced school with adequate facilities. Students make good use of a well equipped Computer Laboratory and a designated Music room. Community members make use of our school hall, multi-purpose area, and sports oval. Shade areas are well used and covered walkways to the classrooms provide weather protection when required.

Our Library provides a work space for classes, in addition to display and resource storage areas. In conjunction with the Laptops for Teachers program, a Wireless Network is available in all school rooms and associated facilities.

For those looking for a change of schools for your children, we would be pleased to have you join us, however an 'Enrolment Management Plan' is in place for our school and this must be taken into consideration when enrolling students.

We believe social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation. At Marian we have high standards of personal achievement and continually strive to make a great school even better.

Our Annual School Report is tabled annually at our August Parents & Citizen's Association Meeting and notification of the availability of the 2015 School Annual Report will be included in a July school newsletter. After this the 2015 School Annual report will be available via our school's website or in hard copy as appropriate to family circumstances.

School progress towards its goals in 2015

2015 key areas for improvement:	Progress Made:
Professional focus on Writing and Mathematical Problem Solving, including the development of school support documents & professional development for staff.	*A deliberate curriculum focus was the teaching of Writing and Mathematical Problem Solving. This work included the development of Whole School Frameworks that outlined content and process expectations. Collegial support was an important aspect of this developmental program. Staff engaged in significant professional development activities and 'collegial feedback, coaching & mentoring' processes supported efforts to enhance teaching practices within classrooms. This focus on teaching pedagogy positions our school to further improve current student learning outcomes.*
Ongoing curriculum priorities of Reading Comprehension & Number Fact knowledge.	*Induction of new staff and ongoing support of all staff maintained Reading and Number as priority curriculum areas across our school. Collegial reflection and feedback processes, along with focussed analysis of student assessment were central to this work.*
High quality teaching practices (Pedagogical Framework)	*We continued to collaboratively work towards improving Literacy and Numeracy outcomes for all students. Our Head of Curriculum supported teaching staff to further develop their professional knowledge of Explicit Teaching, differentiated learning programs and Assessment as key components of the Australian Curriculum, Assessment and Reporting Framework.* *In 2015 we refined our Challenge Group structures which facilitated differentiated ability groupings in English (Reading & Spelling) & Maths (Number & Measurement) for 2 hours each week in Yrs 1-6. (see below)*
Investing For Success (previously Great Results Guarantee)	*Funds available from this program were deployed to …* *1.Provide Teacher Aide support of Challenge Groups … Challenge Groups are proving to be a valuable opportunity for students to have some key aspects of their English and Maths programs differentiated such that learning occurs at their ability level while still challenging students to improve and maximise their learning outcomes. For some children these 'across the year level' groupings mean they may not be working with their usual class teacher during these lessons. More able learners are provided with extension opportunities. Students working 'at' their expected year level have their learning consolidated, while students requiring some additional support are in smaller groups and are assisted by both a teacher and a teacher aide. Yrs 1- 2 Challenge Groups operate Thursday & Friday mornings, while Yrs 3-6 Challenge*

	Groups are during middle sessions on these two days each week.. Student membership in Challenge Groups is reviewed at least once each term so that each student's learning needs can be best catered for.
	2. Provide both teacher and teacher aide resourcing of an Intensive Reading Support Program … this program provides a highly structured support program for 30 min each day for identified students. Students exit the program when they have reached age appropriate expectatons or another factor is identified as the cause for reading difficulties (eg diagnosed disability)
	3. Teacher Aide support of the Individual Reading Support … this program provides 15min of tuition 3 times a week to identified students and aims to boost their confidence and reading skills.
Ongoing Implementation of Australian Curriculum	*Professional activities supported teachers to competently implement English, Maths Science, Geography and History units as determined by the Australian Curriculum.* *Our school has benefited from an ongoing collegial relationship with other primary schools and our partner high school in the Pioneer Valley Schools Cluster. As a result we undertake an annual cross school assessment moderation to ensure consistency of practice with regard assessment. School Programs outline "what" we need to teach and we continue to develop best practice in "how' we should teach key concepts.* *Year level curriculum units were audited to ensure there was a balanced curriculum program during this period of transition to the Australian Curriculum.* *The integration of ICTs within and across all Key Learning Areas remains a pedagogical focus. Some teachers led colleagues as 'key teachers'.*
Student Behaviour & Wellbeing:	*In 2015 priority was again given to the continued teaching and enforcement of our school community's high expectations for students' responsible behaviour. Building on the whole school 'Teaching Behaviour Expectations Program', the introduction of the "Program Achieve – You Can Do It" social skills program ensures all students are well aware of the behaviour expectations of our school. Our student management processes are based on the principles of the School Wide Positive Behaviour Support Program and is resulting in a more caring, positive and supportive environment where children and adults work together to learn, show respect, act safely and celebrate achievements.*
Manage and improve student attendance and engagement.	*Staff examined how quality feedback provides students with the best opportunity to set and achieve learning goals. Each term we encourage children of all ages to have Learning Goals that help focus their application whilst at school. Goals are also a great motivator as children strive to maximise their achievement. Children liaise with their class teacher to identify a learning goal in English (eg. reading, writing, spelling) and Maths (eg. number facts, problem solving, measurement concepts). Most children have at least one other goal that could be related to their academic program, school behaviour, sporting or cultural pursuits. A review of goals each term helps to inform a student's next set of goals. Parents will be asked to contribute towards their child's second semester learning goals when they meet with teachers early in Term 3 to review their child's scholastic progress as summarised by Semester One Report Cards. Please don't miss this opportunity to contribute to your child's schooling success.* *Relevant and meaningful learning programs are essential in maximising student engagement. Curriculum programs cater for the needs of all students but also differentiate to meet identified needs of individual students.* *Our Deputy Principal continually liaises with all staff to monitor and maximise student attendance.*

Future outlook

Our Explicit Improvement Agenda for the 2016 school year is as follows:

- To further refine school programs that enhance Reading Comprehension skills (eg. inference via visualisation, vocabulary development & fluency skills)

- Consolidate whole school programs that focus on the development of students' Writing skills.
- To further refine teaching skills that enhance Maths Proficiencies (Problem Solving (including 'open-ended' mathematical activities), Reasoning, Understanding & Fluency).
- To embed teaching practices that incorporate Pre & Post testing along with 'front end assessment'.
- Introduction of "Instructional Rounds" as a core component of collegial coaching, mentoring and feedback processes.
- Targeted use of intervention funding to resource Challenge Groups, Intensive and Individual Student Reading Support programs.
- Embed our Positive Behaviour Program.
- Other priorities to be further enhanced include:
- Phonic & Spelling skills

Learning & Attainment:
- Our 'core business' remains the development of children's academic and social skills. Our school community (as represented by our P&C Association) is consulted and understood our curriculum priorities in 2015.
- Teaching staff continued to develop curriculum knowledge focussing on the requirements of the Australian Curriculum in English, Maths, Science, Geography & History.
- Our pedagogical focus will continue to be on the use of Explicit Teaching and Differentiation in Reading. The targeted use and purposeful analysis of assessment data will determine teaching practices that best meet the differentiated needs of students in Maths & English. Regular school based assessment and teacher moderation practices will facilitate a greater emphasis on target setting for individual students in the key areas of Reading, Writing, Spelling, Grammar, Punctuation and Numeracy. Students, families and teachers will cooperatively identify and monitor the achievement of key improvement goals for individual students in these priority areas.
- The integration of ICTs within and across all Key Learning Areas continues as a pedagogical priority.
- Professional Development priorities will then reflect these curriculum and pedagogical priorities.

Engagement:
- There will be a continued focus on the tracking of individual student attendance data with follow up parental contact when irregular attendance is considered as having a negative impact on a student's learning outcomes.
- Our Special Education Program will further enhance our capacity to support students with disabilities and maximise their learning and achievement. Investing For Success Funding of intervention programs for students with learning difficulties will particularly target students in Prep – Yr 3.
- Strategic school planning will ensure the tight coordination of staff in key roles (Learning Support: Literacy & Numeracy; Special Needs Integration Teachers; Chaplain & Teacher Aides) and programs that support students with learning difficulties and/or learning disabilities.

Wellbeing:
- Our Responsible Behaviour Plan for Students aims to provide a caring, positive and supportive environment as children and adults work together to learn, explore, make decisions, take risks, solve problems, develop confidence, take responsibility, value others, reflect, celebrate achievements and find fun and enjoyment in learning and life. Having clearly established the expected behaviours, we now focus on how we can best support students who are least mature in self regulation.
- Support for Yr 6 students who accept responsibilities of student leadership will address the fact that such roles are now being undertaken by younger students than in the past.
- We will continue to encourage a positive parental involvement in children's education. We aim to keep our parents informed of school learning programs via the publication and distribution of term newsletters from each class and a succinct summary of our school curriculum. We will continue a volunteer parent program focussing on reading support in the Junior school. Further attempts will be made to engage Indigenous parents and support their participation in school affairs.
- We will continue to partner with PCYC to provide a 'before & after school care program' for our students.
- Minor facilities maintenance and development projects will enhance physical resources within the school.

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	539	256	283	34	91%
2014	567	261	306	34	95%
2015	535	252	283	24	93%

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:

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 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 2015 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	21	22
Year 4 – Year 7 Primary	26	26	23
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

Our school has high expectations of student behaviour and consistently recognises and rewards positive behaviour while also imposing and enforcing logical consequences for unacceptable behaviour. The impact of whole school behaviour programs have resulted in a significant reduction in School Disciplinary Absences.

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	18	31	8
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.

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-Japanees

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 Competiton, 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.

In 2015 School Opinion Surveys, 96% of our students (Yrs 5 & 6) indicated they used computers and other technologies at school for learning (S2054) while 91% of Parents and Caregivers understood how computers and other technologies were used at school to enhance student learning (S2020).

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.

Social Justice:

A whole-school supportive environment, monitored by the Principal through the Social Justice Team supports children's educational and social needs. The SJ Team includes the Principal or Deputy Principal, Guidance Officer, Special Needs Integration Teachers and Learning Support Teacher. As required class teachers, Indigenous Teacher Aide, School Chaplain and other support staff participate in SJ Meetings. The SJ Team works in liaison with other community and government agencies where necessary.

Our school is adopting the "Program Achieve" Social Skills program to assist students further develop their self esteem and interpersonal relationships. This program promotes Resilience under four keys to school success – Getting Along, Confidence, Persistence and Organisation.

The school has a part time Guidance Officer & a Religious Education program in some year levels.

Responsible Behaviour Plan for Students:

Marian State School recognizes that learning and teaching occur best in school environments that are positive, orderly, courteous and safe. Our school's Responsible Behaviour Plan for Students was reviewed and upgraded in 2015 and includes specific references to school processes which minimise the possibility of 'bullying' and 'cyber bullying'.

Marian School recognises the difference between isolated incidents of unacceptable behaviour and the more targeted and deliberate behaviours that might constitute 'bullying'. Students are taught this difference and both preventative and responsive practices are employed to minimise the possibility of bullying type behaviour. Preventative education programs focus on empowering potential victims and recognising the positive impact 'bystanders' can have in harm minimisation. Responsive processes ensure students manage any interpersonal conflict or incidents with confidence ('Ignore-Warn-Report but No Pay Back' strategy) and that reports of potential bullying are never ignored or dismissed without investigation. Communication with and involvement of parents and guardians is also considered an important aspect of bullying minimisation.

To further enhance our school's Supportive School Environment, Marian State School continues to pursue the goals aligned with Education Queensland's School-Wide Positive Behaviour Support Program. This program has clearly focused the school community on three key school expectations …

* Always be a learner.

* Always be respectful.

* Always be safe.

Our program clearly details student behaviour expectations and promotes and recognises positive behaviours. Class charts are used daily to track and monitor student behaviour. A Responsible Student Behaviour "card system" is well used to enhance home-school communication regarding both positive and unacceptable student behaviour. Warning & Consequence Cards keep parents informed of student behaviour so that they can support students in meeting our high- level behaviour expectations.

Our Responsible Student Behaviour Plan is continually re-examined to ensure existing policies provide sufficient guidance and support for student behaviour management practices.

Other incentives for good behaviour have included weekly Behaviour Card Assembly Draws, Class Achievement Awards and end of term Rewards Activities.

School Chaplaincy:

Marian School has appreciated the services of a Chaplain under the auspices of the National School Chaplaincy Program.

The role of the Chaplain is to assist schools and their communities to provide pastoral care, personal advice and comfort to all students and staff. Our Chaplain works in our school two days a week and co-ordinates a range of activities including our Aluminium Can Recycling Program. This program provides opportunities for some students who might not otherwise make a contribution to our school and the wider community.

Social Skills:

An active Student Council provides opportunities for students to develop and demonstrate leadership skills. This representative group of Yr 4-6 students co-ordinate a number of school activities (eg ANZAC Day Ceremony, Autism Awareness Day, etc) and make decisions on how funds raised will be spent within the community.

In 2015 School Opinion Surveys, 93% of Parents (S2001) indicated their children liked being at this school which was endorsed by 88 % of students (Yrs 5 & 6) indicating they liked being at this school (S2036). Similarly, 95% of Parents (S2002) indicated their children felt safe at this school, with 95 % of students indicating they feel safe at our school (S2037).

Parent, student and staff satisfaction with the school

Marian consistently performs highly in Opinion Surveys with higher than State Average results in the majority of aspects surveyed. We are one of the higher performing schools in student, parent & staff survey data. The positive results below speak for themselves as evidenced below.

Parents who are actively involved in the life of the school regularly report that they are satisfied with the educational opportunities being provided to their children. Unfortunately some parents choose not to be involved in their child's learning and this is sometimes reflected in their children's attitude and application while at school.

Students continue to express a high degree of satisfaction with their learning and social growth at our school. Students are generally very loyal to the school and each other.

Staff are reluctant to transfer from our school as community relationships, collegial support and staff development are seen as high priorities.

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	91%	93%
this is a good school (S2035)	97%	95%	89%
their child likes being at this school (S2001)	97%	93%	93%
their child feels safe at this school (S2002)	100%	100%	95%
their child's learning needs are being met at this school (S2003)	92%	89%	91%
their child is making good progress at this school (S2004)	95%	88%	89%
teachers at this school expect their child to do his or her best (S2005)	97%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	95%	89%
teachers at this school motivate their child to learn (S2007)	95%	93%	93%
teachers at this school treat students fairly (S2008)	92%	95%	88%
they can talk to their child's teachers about their concerns (S2009)	95%	98%	98%
this school works with them to support their child's learning (S2010)	95%	93%	89%
this school takes parents' opinions seriously (S2011)	94%	92%	76%
student behaviour is well managed at this school (S2012)	92%	91%	85%
this school looks for ways to improve (S2013)	97%	96%	93%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	99%	95%
they like being at their school (S2036)	98%	96%	88%
they feel safe at their school (S2037)	95%	87%	95%
their teachers motivate them to learn (S2038)	99%	97%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers expect them to do their best (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	97%	98%	97%
teachers treat students fairly at their school (S2041)	93%	90%	91%
they can talk to their teachers about their concerns (S2042)	92%	90%	91%
their school takes students' opinions seriously (S2043)	87%	91%	86%
student behaviour is well managed at their school (S2044)	97%	81%	85%
their school looks for ways to improve (S2045)	97%	96%	95%
their school is well maintained (S2046)	93%	95%	91%
their school gives them opportunities to do interesting things (S2047)	98%	93%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	97%	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)	95%	91%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	97%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	98%	100%
student behaviour is well managed at their school (S2074)	96%	93%	97%
staff are well supported at their school (S2075)	98%	98%	97%
their school takes staff opinions seriously (S2076)	100%	97%	100%
their school looks for ways to improve (S2077)	100%	97%	100%
their school is well maintained (S2078)	98%	100%	100%
their school gives them opportunities to do interesting things (S2079)	93%	93%	100%

# '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, 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..

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 compliment 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	178,902	3,326
2013-2014	184,941	3,642
2014-2015	178,248	2,466

*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	40	26	0
Full-time equivalents	36	15	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	31
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
Total	**36**
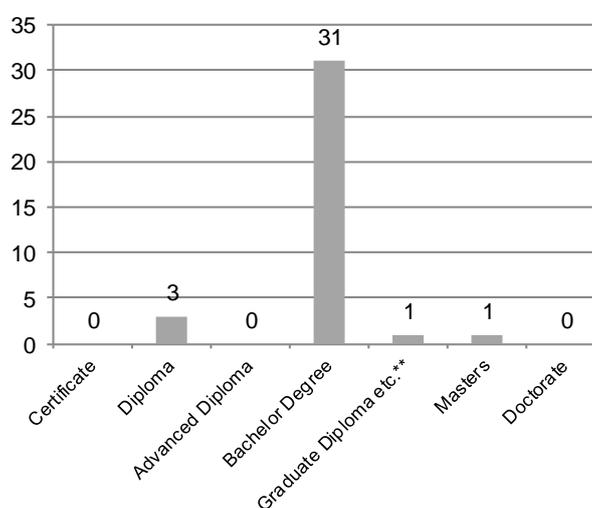
*Teaching staff includes School Leaders

**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 $27 444

The major professional development initiatives are as follows:

EQ Systemic Requirements: Code Of Conduct, Student Protection, Asbestos Awareness, First Aid

QSA and EQ workshops focussing on the Australian Curriculum

Teaching of Writing – 7 Steps To Writing Success

Teaching of Maths: Regional Numeracy Improvement Project

Australian Literacy Educators Association workshops (Literacy Heaven Weeks 4 & 7 each term)

Explicit Instruction - pedagogy and practice.

Behaviour Management- Classroom Profiling

Special Needs Education –Integration of Students With Disabilities – Legislative Requirements, Dyslexic Students, Autistic Spectrum Disorder, Downs Syndrome, Non-violent Crisis Intervention, Guidance Officer training

Specialist Teachers – Music (KMEIA), Instrumental Music,

Head of Curriculum, Support Teacher Literacy & Numeracy Network District Workshops each term.

Principal's District Professional Workshops

Workplace Health & Safety Training, Rehabilitation Officer Recertification

Knowledge & skill development with regard OneSchool application.

Individually identified Teacher PD – eg. Beginning Teacher's Mentoring & Conference

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.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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

School name | GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	92%	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%	94%	94%	94%	93%	91%	93%	93%					
2014	95%	93%	93%	95%	94%	93%	92%	94%					
2015	95%	93%	94%	94%	95%	94%	95%						

*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.
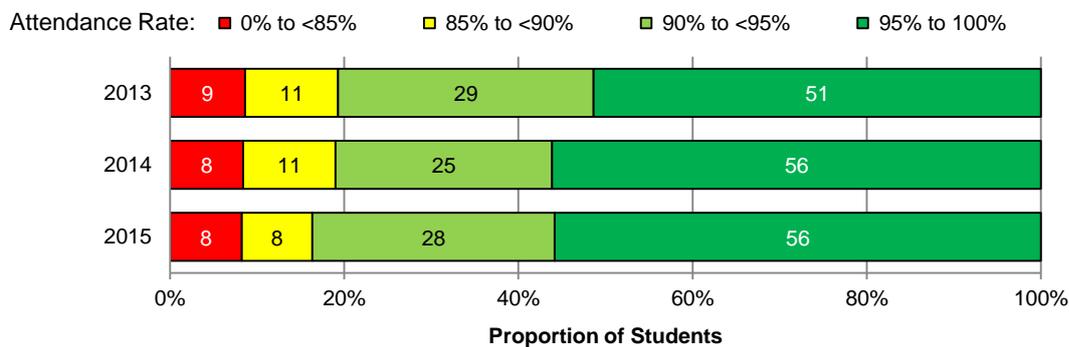
Description of how non-attendance is managed by the school

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

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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 & 5.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 & 5 are available via the My School website at http://www.myschool.edu.au/.

A Performance Snapshot:

2013-2015 Comparison of NAPLAN outcomes showing improvement rates compared with 'Similar Schools" nationally (MySchool).

Greater improvement from Yr 3 – Yr 5 in Reading Persuasive Writing & Numeracy.

2015 'Mean Scale Score' achievement compared with Similar Schools nationally (MySchool).

Better achievement in Yr 3 Reading, Writing, Spelling, Grammar & Punctuation and Numeracy, Yr 5 Writing, Spelling, Grammar & Punctuation and Numeracy

Similar achievement in Yr 3, Yr 5 Reading.

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

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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.