Marian State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

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.

School progress towards its goals in 2018

Strategy – Refine and improve student support structures to ensure consistent whole-school approaches and strategies that support all students		
Actions	**Progress**	**Future Needs**
1. Review and map all support structures implemented at MSS	Complete	
2. Develop MSS Whole-School Student Support plan and process	Complete	
3. Monitor progress of students on ICPs in moving towards C standard	Complete	
4. Develop school wide Professional Learning Community for Student Support	Complete	Ongoing in 2019
5. Ensure all student support structures are monitored effectively and recorded within ONE SCHOOL	Complete	
6. Refine Case Management Process to ensure alignment with school improvement priorities	Complete	
7. All teachers with students entering or on current ICPs to receive extra support in developing, teaching and assessing ICPs	Complete	
8. Provide professional development and induction to new staff entering SEU	Complete	
9. Create extra 0.2 administration day for HOSES	Complete	
Strategy – Improve awareness of Australian Curriculum numeracy demands and student awareness of number through data analysis and focused collegial interactions		
Actions	**Progress**	**Future Needs**
1. Develop school wide Professional Learning Community for Numeracy	Complete	
2. Provide focused professional development on Australian Curriculum Numeracy	Complete	
3. Use current internal and external data to map patterns and misconceptions in number	Complete	Ongoing
4. Fund a numeracy support teacher to implement Numeracy program	Complete	
5. Ensure number misconceptions are the focus for case managed students	Complete	
6. Develop Numeracy Support program for identified students	Complete	
7. IMPACT Numeracy Project Round 1 Year 5 students (U3) for Numeracy Number and Algebra	Complete	

8.	Introduce mathematics moderation of Marian Maths and NCR assessments	Complete	

Future outlook

Priority 1:	**21ˢᵗ Century Learning**
Actions:	• Continually monitor, rigour, intent and effectiveness of delivery of **Australian Curriculum** and Explicit Improvement Agendas • Support the expansion of **STEM** and teacher capability/pedagogy across the school to enhance curriculum delivery and student learning opportunities.
Priority 2:	**Expert Teaching**
Actions:	• Embed an **instructional leadership** model for all school leaders that clearly articulates the roles, responsibilities and accountabilities aligned to the AIP • Embed rigorous **internal moderation** process to ensure consistency of reporting LOAs and that all class teachers have an understanding of reporting against a standard-based curriculum • Strengthen the **collegial and professional learning culture** to embed an agreed cycle of modelling, coaching, mentoring and feedback
Priority 3:	**Strong Community Strong Partnerships**
Actions:	Maintain **high expectations for student behaviour** and ensure all staff member roles and responsibilities for the consistent application of agreed behaviour management strategies practices are clearly known and applied

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	543	553	564
Girls	261	274	288
Boys	282	279	276
Indigenous	24	30	32
Enrolment continuity (Feb. – Nov.)	95%	95%	95%

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

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 2017 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.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	22
Year 4 – Year 6	27	24	24

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

Our Approach to Curriculum Delivery
LOTE (Japanese) in Yrs Prep, Year 1, Year 5 & Year 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). The development and preparation for iPad classes in 2019 has been a priority.

Marian State School has a well established reputation for its inclusive education philosophy and practice which endeavors 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.

Co-curricular 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 assist 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 utilized 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. Every teaching staff member has been provided their own iPad to assist in their planning, portability and professional development.

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.

Marian State School has started the planning phase for rolling out of IPad Classes for 2019. Parent information sessions, professional development of staff and infrastructure changes have been part of the 2018 planning stage.

Social climate

Overview

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.

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)	98%	100%	96%
• this is a good school (S2035)	98%	99%	98%
• their child likes being at this school* (S2001)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child feels safe at this school* (S2002)	98%	100%	96%
• their child's learning needs are being met at this school* (S2003)	97%	95%	96%
• their child is making good progress at this school* (S2004)	97%	97%	93%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	98%	93%
• teachers at this school motivate their child to learn* (S2007)	95%	100%	89%
• teachers at this school treat students fairly* (S2008)	87%	95%	89%
• they can talk to their child's teachers about their concerns* (S2009)	98%	99%	96%
• this school works with them to support their child's learning* (S2010)	97%	98%	89%
• this school takes parents' opinions seriously* (S2011)	84%	96%	86%
• student behaviour is well managed at this school* (S2012)	87%	96%	84%
• this school looks for ways to improve* (S2013)	94%	99%	93%
• this school is well maintained* (S2014)	95%	99%	98%

* 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)	97%	99%	99%
• they like being at their school* (S2036)	89%	97%	99%
• they feel safe at their school* (S2037)	91%	91%	99%
• their teachers motivate them to learn* (S2038)	97%	99%	99%
• their teachers expect them to do their best* (S2039)	99%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	95%	98%
• teachers treat students fairly at their school* (S2041)	91%	91%	97%
• they can talk to their teachers about their concerns* (S2042)	87%	84%	92%
• their school takes students' opinions seriously* (S2043)	86%	86%	90%
• student behaviour is well managed at their school* (S2044)	89%	82%	95%
• their school looks for ways to improve* (S2045)	95%	94%	98%
• their school is well maintained* (S2046)	91%	96%	98%
• their school gives them opportunities to do interesting things* (S2047)	87%	90%	94%

* 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%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
• they receive useful feedback about their work at their school (S2071)	91%	87%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	96%
• students are encouraged to do their best at their school (S2072)	100%	97%	100%
• students are treated fairly at their school (S2073)	95%	100%	100%
• student behaviour is well managed at their school (S2074)	95%	97%	100%
• staff are well supported at their school (S2075)	91%	97%	100%
• their school takes staff opinions seriously (S2076)	93%	95%	100%
• their school looks for ways to improve (S2077)	95%	100%	100%
• their school is well maintained (S2078)	100%	97%	100%
• their school gives them opportunities to do interesting things (S2079)	91%	95%	100%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents at Marian are 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 Award
- 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
- Tuck-shop
- 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 recognizes the enormous benefit students receive when parents demonstrate an obvious and on-going commitment to their education.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

- Participation in the National Day of Action Against Bullying

- Successful continuation of Drum Beat group

- Targeted program (SHINE) run by Guidance Officer to grow healthy relationships and self-esteem of girls

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	10	9	8
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

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).

School Chaplain is ensuring collection of all recyclable containers.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	161,301	188,440	187,611
Water (kL)	3,065	2,506	4,594

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.
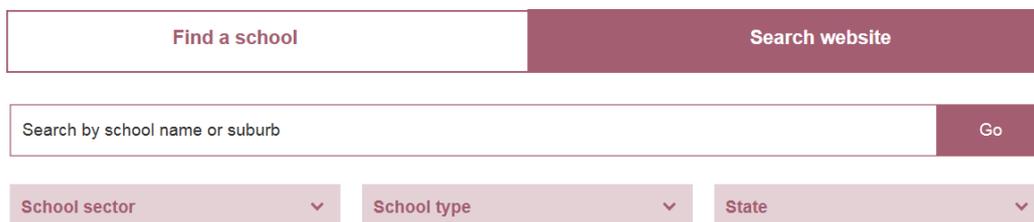
School funding

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	43	33	<5
Full-time equivalents	39	18	<5

*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	
Graduate Diploma etc.*	1
Bachelor degree	40
Diploma	2
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 $46 634.00

The major professional development initiatives are as follows:

- Development of numeracy and Australian Curriculum Mathematics
- Development of technology-based competencies for teachers

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.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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	92%	94%	93%

* 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.

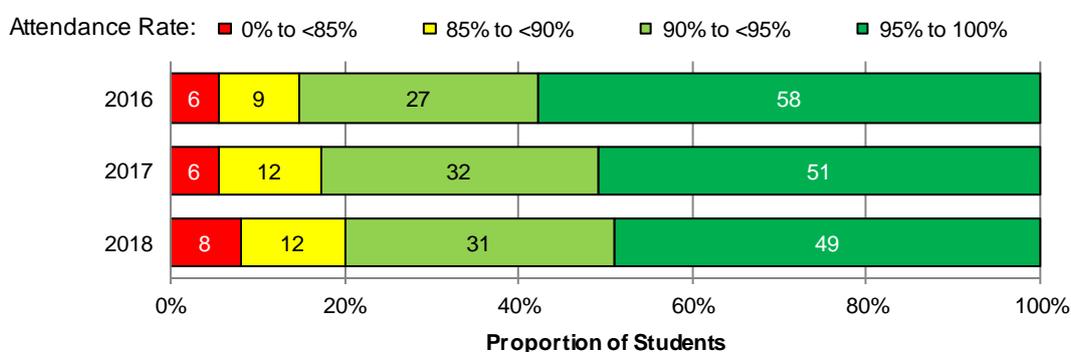Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018				
Prep	95%	94%	94%				
Year 1	94%	94%	94%				
Year 2	94%	94%	93%				
Year 3	94%	95%	94%				
Year 4	94%	93%	94%				
Year 5	96%	93%	93%				
Year 6	95%	94%	94%				

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	6	9	27	58
2017	6	12	32	51
2018	8	12	31	49

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.

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 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.