

Marmor State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training

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School Overview

Marmor State School is situated 40 km south of Rockhampton. The school has serviced the local community since 1906. Marmor is a Band 5 co-educational school with a teaching principal and one multi-grade classroom catering for students in Prep to Year 7. Literacy, Numeracy, Science and History are major focuses for our curriculum development and all students participate in daily Literacy and Numeracy blocks. Our inclusive, differentiated curriculum caters for a diverse range of students with individual learning needs and styles. Explicit Instruction for all new content and strategies, the use of C2C units and the timely collection and analysis of student data forms the core of our teaching and learning. Technology is integrated and utilised in all aspects of daily learning at Marmor. At Marmor State School we are committed to our students - promoting their best individual interests through relevant curriculum and development of appropriate social outcomes. We are committed to quality - teaching, learning and achievement. We are accountable - all members of the school community accept personal accountability for their actions and behaviours. Through this vision, Marmor State School provides opportunities for all students to develop skills and confidence to become lifelong learners in a challenging global community.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Introduction

This Report gives a snapshot of the Marmor State School 2016 school year, outlining information about our school. A hard copy of this report will be available on request from school office

School progress towards its goals in 2016

Focus area	School progress
Numeracy, Writing, Reading, ACARA and moving 50% or more of our students into the U2B's in NAPLAN	<ul style="list-style-type: none">• NAPLAN/PAT diagnostic testing and Probe testing implemented, to inform the teaching of numeracy, writing and reading.• Student support targeted through the use of high yield Literacy and Numeracy strategies.• Whole school differentiation plan implemented.

Future outlook

- Alignment of Planning, Teaching, Pedagogy and Assessment with the P-12 Curriculum Framework.
- Collaborative development of a sharp and narrow reading Explicit Improve Agenda.
- A focus on increasing staff data literacy
- Engaging in learning communities of practices with other schools and school clusters.

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	25	9	16	3	81%
2015*	24	9	15	3	96%
2016	21	9	12	4	86%

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

Marmor State School is a small rural school where children come from the township and surrounding areas. They come from a variety of socio-economic backgrounds, cultures and family structures. All staff communicate high expectations of student attendance, effort and outcomes.

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	12	25	22
Year 4 – Year 7			
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

Marmor State School curriculum is developed from the Australian Curriculum and Curriculum to Classroom (C2C). Explicit Instruction is used as a teaching approach.

Co-curricular Activities

Extra curricula activities include

- ANZAC Day ceremony
- School Disco and sausage sizzle once a term
- Participation in Under 8's Day at Bajool State School
- Whole school choir participation in the Rockhampton Eisteddfod
- Science fair at Mt Larcolm school
- Inter school athletics carnival (Highway cluster)

How Information and Communication Technologies are used to Assist Learning

The main school classroom has 4 desktop computers networked to a new colour laser printer. There are also two interactive white boards (one is finger touch), 18 laptops, 5 iPads, a digital camera and a range of software that supports the literacy, numeracy and science learning of our students. Children are taught how to use a variety of ICTs and regularly use our ICTs to enhance and consolidate their learning, to research topics related to units of work, to record findings and publish assignments. A number of our students use web conferencing for LOTE. Our school highly values the use of ICTs as a life-long skill necessary for all students to be able to competently and confidently utilise.

Social Climate

Overview

Marmor has an active pastoral care program provided through the Scripture Union where a chaplain visits one day per week and is a valued member of staff. The chaplain works with individual students and small groups. Marmor has put into place a Responsible Behaviour Plan and Bully Prevention Strategies to ensure behaviour issues are minimal and children enjoy their school and classmates.

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)	100%	100%	75%
this is a good school (S2035)	100%	100%	63%
their child likes being at this school* (S2001)	100%	100%	75%
their child feels safe at this school* (S2002)	100%	100%	88%
their child's learning needs are being met at this school* (S2003)	100%	100%	75%
their child is making good progress at this school* (S2004)	100%	100%	75%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	75%

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)	100%	100%	75%
teachers at this school motivate their child to learn* (S2007)	100%	100%	75%
teachers at this school treat students fairly* (S2008)	100%	100%	63%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	88%
this school works with them to support their child's learning* (S2010)	100%	100%	75%
this school takes parents' opinions seriously* (S2011)	100%	100%	63%
student behaviour is well managed at this school* (S2012)	100%	100%	63%
this school looks for ways to improve* (S2013)	100%	100%	75%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%

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

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are welcomed and encouraged to participate in many aspects of the school; in and out of the classroom. School news is communicated in a fortnightly newsletter. School social events encourage parents to visit the school and meet staff and other families. The younger children in our community attend a weekly playgroup (Marmor Midgets) at school. Our P&C is also an important vehicle for parents to participate in the school and with each other.

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	0	0	0
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

All staff, parents and students diligently monitor power usage and ensure all unnecessary utilities are turned off at the wall at the end of each day. Our school does not pay for water as we use rain water stored in our tanks and bore water to maintain the school grounds.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	-3,586	0
2014-2015	6,466	
2015-2016	13,279	

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:
 Government
 Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	4	<5
Full-time Equivalents	2	2	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	4
Diploma	
Certificate	3

*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 \$9000

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.	97%	98%	93%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 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).	97%	98%	97%
The attendance rate for Indigenous students at this school (shown as a percentage).	98%	95%	97%

*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%.

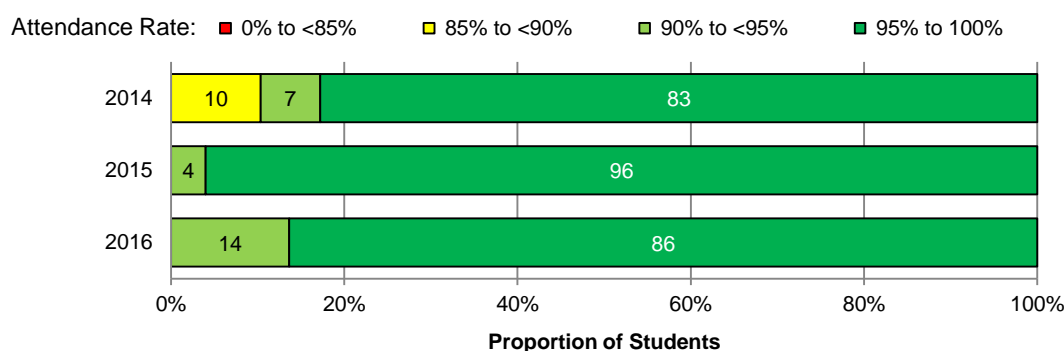
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	98%	96%	98%	100%	DW	96%	94%	97%					
2015	98%	97%	99%	99%	99%	99%	98%						
2016	94%	98%	97%	98%	95%	97%	DW						

*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.

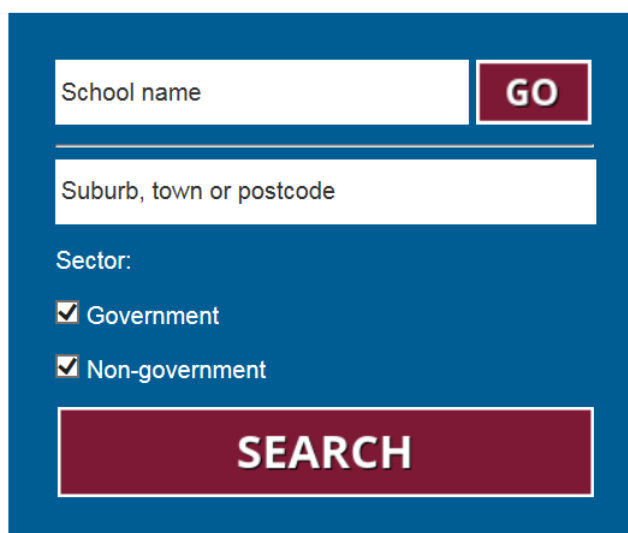
- Use the OneSchool attendance monitoring dashboard (accessible in OneSchool via the School Management/ Performance Dashboard menu option and then selection of the School's link). The dashboard will allow you to analyse absence and attendance information by student group, year level, and time period (term, semester and year to date). Individual students or groups of students may be targeted and identified by: Attendance Rate (%); Attendance Category (< 85%, 85 - <90%, 90 - < 95%, 95 - 100%); or Attendance Rate Range (5% and 10%) including students with 100% attendance.
- Investigate trends such as:
 - days of the week with the highest levels of absenteeism (usually Mondays and Fridays)
 - times of the year in which attendance is lowest (e.g. end of term, around public holidays)
 - year levels, gender and cultural groups with the poorest attendance
- Review attendance data for the previous term to identify students with poor attendance and monitor these students
- Discuss attendance data with staff so that trends and students at risk can be identified
- Consider the reasons for attendance patterns
- Schedule fun events and activities on days that have traditionally poor attendance
- Focus on improving attendance during the last week of term, when there is often a significant increase in absences. Ensure that learning continues up to and including the last day of school.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.