

MARMOR STATE SCHOOL



STRIVING FOR EXCELLENCE

Marmor State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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From the Principal

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 6. Literacy, Numeracy, and Science 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 quality assured 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 achieve success and become lifelong learners in a challenging global community.

School progress towards its goals in 2018

Focus area	School Progress	Target Progress
<p>Develop and embed three levels of curriculum planning with a focus on English and Science.</p> <p>Every unit identifies the reading demands of the assessment.</p> <p>Through data collection and analysis, introduce and embed student goal setting in reading using the P-10 Literacy Continuum.</p>	<ul style="list-style-type: none"> Whole school, year and unit planning for English and Science have been established. The reading demands in units will continue to be identified in 2019. All students setting and reaching individual reading goals is something we will need to continue to work on in 2019. 	<ul style="list-style-type: none"> In reading our target to increase the percentage of Year 1 to Year 5 students achieving in the 50th percentile or higher at their assessable year level in PAT-R from 30% in January 2018 to 50% in December 2018 was met with 80% achieving in the 50th percentile or higher in December. In reading our target to increase the percentage of Year 1 to Year 5 students achieving in the 25th percentile or higher at their assessable year level in PAT-R from 30% in January 2018 to 80% in December 2018 was met with 100% of students achieving in the 25th percentile or above. In reading our target to increase the percentage of Year 1 to Year 5 students achieving in the 75th percentile or higher at their assessable year level in PAT-R from 10% in January 2018 to 30% in December 2018 was met with 45% of students achieving in the 75th percentile or above.
<p>Implement and monitor the use of an agreed, research validated pedagogical framework.</p> <p>Specific teaching of reading strategies are implemented using the 7 high reliability literacy teaching procedures of Professor John Munro.</p> <p>Explicit instruction is implemented based on the reading data, Literacy Continuum and student goals.</p>	<ul style="list-style-type: none"> The Marmor State School Pedagogical Framework was implemented and monitored in 2018 and will be updated in 2019/2020. Teaching of reading strategies were implemented every week during guided reading lessons and throughout literacy aspects of key learning areas. Explicit instruction lessons on reading were implemented based on reading data. 	<ul style="list-style-type: none"> Our target to increase English achievements from 8% achieving a B or higher in semester 2, 2017 to 25% achieving a B or higher in semester 1 and 2 in 2018 was met with 36% of students achieving a B or higher in semester 1 and 69% achieving a B or high in semester 2 in 2018. 100% of Prep students achieved the target of level 5 or higher on PM benchmarks by the end of 2018.

Future outlook

Focus area	School Targets
<p>As a teaching staff, collaboratively analyse and record all students' current skills and understandings in the P-10 Literacy Continuum..</p> <p>As a teaching staff, actively monitor and update recordings of students progression on the P-10 Literacy Continuum based on assessment tasks aligned to the English Curriculum.</p> <p>Teaching staff will attend professional development from The Reading Centre to get a better understanding of the P-10 Literacy Continuum and learn how to develop an improved reading program.</p>	<ul style="list-style-type: none"> Teachers will have a proficient level of knowledge about the P-10 Literacy Continuum. All students will have their current skills and understandings recorded on the P-10 Literacy Continuum. Each student's P-10 Literacy Continuum will be a working document, continually being updated by teachers after completing assessment tasks aligned to the English Curriculum. Teachers will successfully implement and embed the English and Science learning areas of the Australian Curriculum, as aligned to the school's curriculum, assessment and reporting framework 100% of Prep students will achieve level 5 or higher on PM benchmarks by the end of 2019. 100% of students accessing a different year level curriculum (that is, with an ICP) will achieve a 'C' standard or better against the relevant year-level achievement standard in English. Increase the reading level of students working from Individual Curriculum Plans (ICPs) by over 12 months from January to December 2019. Increase the percentage of students achieving a 'B' standard or above in English from 8% in semester 2, 2017 to 70% in semester 2, 2019. Whole school, year and unit planning for Mathematics and The Arts will be established.
Implement and embed a curriculum, assessment and reporting framework aligned with the Australian Curriculum with a focus on English and Science.	
Develop and embed three levels of curriculum planning with a focus on Mathematics and The Arts.	

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	21	16	13
Girls	9	10	9
Boys	12	6	4
Indigenous	4	3	4
Enrolment continuity (Feb. – Nov.)	86%	82%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

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

Characteristics of the student body

Overview

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 achievement.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	17	13
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

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

Curriculum delivery

Our approach to curriculum delivery

The Marmor State School curriculum is developed from the Australian Curriculum and Curriculum into the Classroom (C2C) resources. We have been supported by Principal Educational Advisors for the Australian Curriculum to develop quality assured units and assessment for English and Science. Quality assured units and assessment have been utilized from C2C resources in other key learning areas.

Co-curricular activities

Extra curricula activities include

- ANZAC Day commemoration
- School Disco or Movie Night each semester
- Participation in Romp in the Park
- Participation in Under 8's Day at Bajool State School
- IMPACT Centre online lessons
- Interschool Sport
- Inter school athletics carnival (Highway cluster)
- Interschool cluster swimming carnival

How information and communication technologies are used to assist learning

The main school classroom has 4 desktop computers networked to a colour laser printer. There are also two interactive touchboards, 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. Some students were also involved in online lessons through the IMPACT Centre. 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 Scripture Union where a chaplain visits one day per fortnight and is a valued member of staff. The chaplain works with individual students and small groups. Our Chaplain facilitated a gardening project in 2018 at our school. 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

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)	75%	17%	100%
• this is a good school (S2035)	63%	40%	100%
• their child likes being at this school* (S2001)	75%	83%	100%
• their child feels safe at this school* (S2002)	88%	83%	100%
• their child's learning needs are being met at this school* (S2003)	75%	33%	100%
• their child is making good progress at this school* (S2004)	75%	40%	100%
• teachers at this school expect their child to do his or her best* (S2005)	75%	67%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	17%	100%
• teachers at this school motivate their child to learn* (S2007)	75%	40%	100%
• teachers at this school treat students fairly* (S2008)	63%	50%	100%
• they can talk to their child's teachers about their concerns* (S2009)	88%	33%	100%
• this school works with them to support their child's learning* (S2010)	75%	50%	100%
• this school takes parents' opinions seriously* (S2011)	63%	20%	100%
• student behaviour is well managed at this school* (S2012)	63%	50%	100%
• this school looks for ways to improve* (S2013)	75%	50%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	83%	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%

Percentage of students who agree# that:	2016	2017	2018
• 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%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	80%	100%
• they receive useful feedback about their work at their school (S2071)	100%	20%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
• students are encouraged to do their best at their school (S2072)	100%	75%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	75%	100%
• staff are well supported at their school (S2075)	100%	50%	100%
• their school takes staff opinions seriously (S2076)	100%	50%	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. We have some parents help with reading groups each week and all parents are invited into the classroom for a special event at least once per semester. 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. We are fortunate to have annual sponsors of three end of year awards from separate community groups and businesses.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. Specialised health focus lessons and pastoral care programs are a part of this. The Daniel Morcombe Health Curriculum unit was taught in 2018 and we did activities on October 26th for Day for Daniel. Students were involved in social skills lessons throughout the year, developed from the 'Zones of Regulation' program.

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	0	1	1
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

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. As our computer server in the library building we are required to keep the air conditioning on 24 hours each day so it doesn't overheat. Our school does not pay for water as we use rain water stored in our tanks and bore water to maintain the school grounds. However, we did need to pay for water to be brought by truck twice throughout the year due to water leaks in the toilet block. These minor works issues were a priority for our school at the time and we had a full refurbishment of the toilet block at the end of the year.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	13,279	10,245	11,621
Water (kL)			

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

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	3	4	0
Full-time equivalents	2	1	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$8402.

The major professional development initiatives are as follows:

- First Aid Training
- Seven Steps to Writing
- Principal Induction

- Unit Planning
- Moderation
- John Munro reading strategies
- Autism Training
- Coding

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.	93%	94%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 50% 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	97%	94%	92%
Attendance rate for Indigenous** students at this school	97%	91%	97%

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

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

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

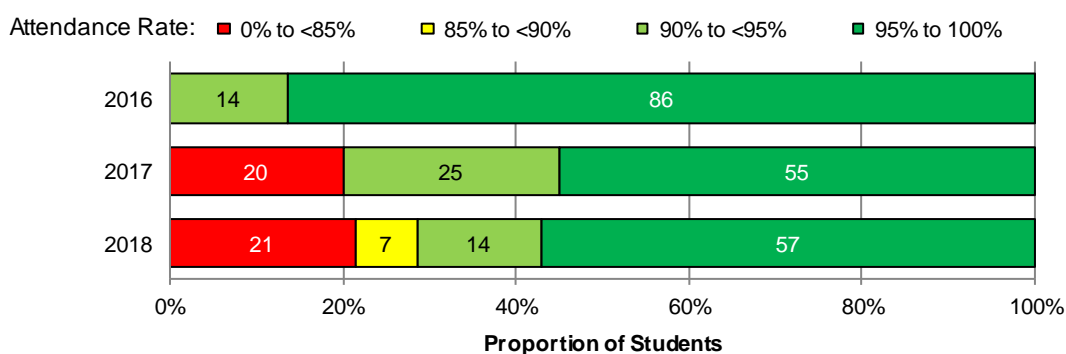
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	94%	DW	DW	Year 7			
Year 1	98%	DW	DW	Year 8			
Year 2	97%	DW	DW	Year 9			
Year 3	98%	DW	DW	Year 10			
Year 4	95%	DW	DW	Year 11			
Year 5	97%	DW	DW	Year 12			
Year 6	DW	DW					

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



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.

At Marmor State School we:

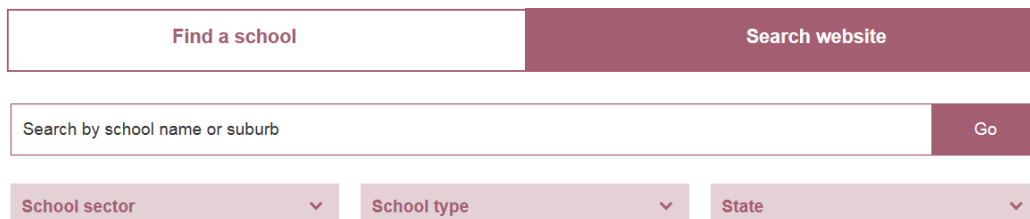
- Use OneSchool for marking the roll and recording absences.
- Use the OneSchool attendance monitoring dashboard (accessible in OneSchool via the School Management/ Performance Dashboard menu option and then selection of the School's link). The dashboard will allow you to analyse absence and attendance 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.
- Promote the 'every day is for learning at Marmor' expectation.
- Send a text message to parents if a child is absent that day.

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.



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



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



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.