



Marshall Road State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	Kurts Street Holland Park West 4121
Phone:	(07) 3422 8222
Fax:	(07) 3422 8200
Email:	principal@marsroadss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	The Principal

School Overview

At Marshall Road, we aim to prepare pupils to take their place as contributing community members of the future and to be well-mannered, industrious pupils of the present. We strive to make this school a secure and happy environment in which each student will feel important as an individual. Our school is situated on 3.4 hectares of land within the Brisbane Metropolitan area. It has catered for the Holland Park West and surrounding community since 1960, offering unique, quality educational activities and experiences which have added greatly to the character of the school. Sustainability is a key aspect of the school. As curriculum delivery is the core business and central focus of our school, facilities provision is geared to this purpose. We attempt through the means available to us to maintain our facilities in a safe and presentable condition and over the past three years we have developed our facilities to enhance the work of curriculum delivery in our school.

Principal's Foreword

Introduction

The School Annual Report for 2015 which follows will provide you with an overview of the learning programs and achievements of our students and our school.

School Progress towards its goals in 2016

Reading:

- Our whole of school targeted reading program including consistent strategies for decoding and comprehension was successfully implemented This was supported by the implementation of a coaching program for staff. Case management meetings were also introduced for students not progressing in reading
- The focus on writing has been delayed until our reading program is embedded in practice.
- A community engagement committee was established to develop an action plan for 2016.
- The school's curriculum and differentiation plans were reviewed and updated plans implemented
- Tier One of the Positive Behaviour for Learning program is established within the school

Future Outlook

Our explicit improvement agenda for 2017 includes

- Reading: reading across the curriculum and developing students as independent readers.

Other areas for focus:

- Positive Behaviour for Learning
- Quality Teaching and Learning
- Differentiation
- Sustainability

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	508	235	273	3	98%
2015*	496	226	270	4	97%
2016	487	236	251	4	96%

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

Student enrolment data revealed that approximately 63 % of students attending Marshall Rd SS resided in areas out of our catchment.

Our parents choose Marshall Road State School as their preferred education provider for their children and many travel some distance to attend. A significant number of parents, and some school staff, attended Marshall Road State School themselves as students. This serves to strengthen the sense of community in the school and parent involvement in school activities. Indigenous students represent, on average, between 1% and 2% of the student population while students with a disability average between 2% and 4% of the total student population. The vast majority of students are of Anglo-Celtic background with a small proportion of students born overseas. Student progression rates are very high and most students who begin school in the Preparatory Year at Marshall Road graduate from Marshall Road State School

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	24	24	24
Year 4 – Year 7	25	28	27
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Japanese in Year 4, 5 & 6.
- Visual Arts program
- Science Fair alternating yearly with an Arts Festival.
- A large and successful Instrumental Music Program and Choral Program
- Laptop classes in Years 4, 5 and 6.

Co-curricular Activities

- Interschool Sports Years 4 – 7.
- Swimming Club.
- Ballroom Dancing with Dance Fever (P – 7)
- Camps – Years 4 – 7
- Clubs – Permaculture, Gardening, Science, Tennis Coaching

How Information and Communication Technologies are used to Assist Learning

The school has introduced a laptop class in Years four, five and six. It is envisaged that in 2017 a BYO iPad program will operate for students in Year four. The school also has a computer lab with a class set of computers as well as four to five computers in each classroom. There is also a class set of iPads which can be used by the students in the early phase.

Social Climate

Overview

At Marshall Road State School, we offer every child the best possible learning opportunities for their individual needs in a safe, supportive, and challenging environment. We strive to ensure children enjoy coming to school and that every day in every classroom every student is learning and achieving. We also foster home/school partnerships through our Parent Liaison Officer, close contact with families and school social events. We also collaborate with cluster schools through the Freeway Schools Coalition.

A Student Council meeting is held monthly to provide a forum to discuss student issues. All students have a “Buddy” from a different year level and our Peer Support Program allows the development of leadership skills of our senior students. There is also a Peer Mediation Program where senior students assist younger students in the playground.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	80%	88%
this is a good school (S2035)	92%	59%	79%
their child likes being at this school* (S2001)	97%	84%	94%
their child feels safe at this school* (S2002)	99%	84%	92%
their child's learning needs are being met at this school* (S2003)	90%	70%	80%
their child is making good progress at this school* (S2004)	93%	72%	90%
teachers at this school expect their child to do his or her best* (S2005)	96%	94%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	82%	92%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	92%	80%	92%
teachers at this school treat students fairly* (S2008)	96%	76%	90%
they can talk to their child's teachers about their concerns* (S2009)	97%	90%	95%
this school works with them to support their child's learning* (S2010)	87%	65%	80%
this school takes parents' opinions seriously* (S2011)	82%	41%	67%
student behaviour is well managed at this school* (S2012)	96%	48%	79%
this school looks for ways to improve* (S2013)	96%	64%	73%
this school is well maintained* (S2014)	94%	70%	83%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	95%	96%
they like being at their school* (S2036)	95%	88%	96%
they feel safe at their school* (S2037)	96%	90%	94%
their teachers motivate them to learn* (S2038)	97%	96%	96%
their teachers expect them to do their best* (S2039)	100%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	94%
teachers treat students fairly at their school* (S2041)	90%	82%	87%
they can talk to their teachers about their concerns* (S2042)	91%	80%	88%
their school takes students' opinions seriously* (S2043)	96%	72%	84%
student behaviour is well managed at their school* (S2044)	86%	73%	80%
their school looks for ways to improve* (S2045)	98%	92%	93%
their school is well maintained* (S2046)	97%	87%	88%
their school gives them opportunities to do interesting things* (S2047)	93%	88%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	85%	78%	88%
they feel that their school is a safe place in which to work (S2070)	85%	73%	91%
they receive useful feedback about their work at their school (S2071)	75%	60%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	87%	86%
students are encouraged to do their best at their school (S2072)	98%	88%	94%
students are treated fairly at their school (S2073)	100%	89%	91%
student behaviour is well managed at their school (S2074)	94%	64%	79%
staff are well supported at their school (S2075)	60%	44%	69%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	55%	45%	70%
their school looks for ways to improve (S2077)	85%	75%	88%
their school is well maintained (S2078)	83%	78%	85%
their school gives them opportunities to do interesting things (S2079)	67%	57%	78%

* 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

A parent Community Engagement committee was established in 22016 with the goal of establishing an initial action plan to implement the Department's Community Engagement Strategy.

Respectful relationships programs

The school's Responsible Behaviour Plan outlines proactive strategies the school undertakes to promote safety and caring while at school. Students are also taught these behavior is special behavior lessons held each week. The policy also details our response to bullying and violence within the school and how it should be managed.

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	11	14	7
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

An extension of air conditioning throughout the school has impacted on levels of electricity used. However, all rooms used by classes are air-conditioned and we are ensuring that temperatures remain at 24 degrees when the air-conditioning is used in terms one and four. Monitoring of water use by the grounds officer also identifies any problems.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	186,303	6,206
2014-2015	216,442	3,334
2015-2016	201,208	6,226

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

GO

Sector:

Government

Non-government

SEARCH

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	36	20	<5
Full-time Equivalent	30	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	6
Bachelor degree	14
Diploma	4
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$

The major professional development initiatives are as follows:

- Curriculum Planning
- Epilepsy Training/First Aide Training/CPR
- Special Education
- Non-violent Crisis Intervention
- Pedagogical Change
- Dan Gregory
- Lynn Sharratt – Putting Faces on the Data
- Learning with IPADS
- Moderation

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% 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).	96%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	94%	96%

*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%.

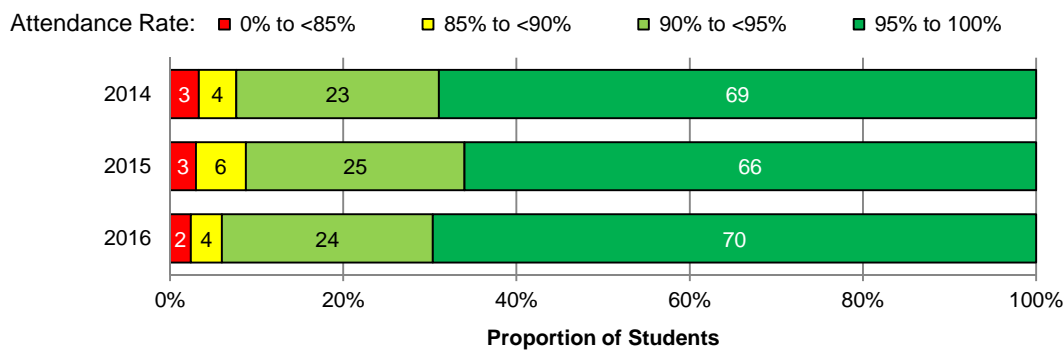
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	96%	96%	96%	96%	96%	95%	96%					
2015	95%	95%	95%	96%	97%	94%	96%						
2016	95%	96%	97%	96%	97%	97%	95%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The school has an attendance policy. The rolls are marked twice daily. The parents of any student with an unauthorised absence is sent a text at 10.00 am. Students who are absent for more than three days are followed up by the office. Parents are also reminded that every day counts and are discouraged from taking holidays during term time.

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

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 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.