



Marshall Road State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

At Marshall Road, we aim to prepare pupils to be safe, caring learners to take their place as contributing community members of the future. Our school prides itself on a strong tradition of connected community. We strive to make our school a supportive environment where each student feels valued 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. Our facilities include a PAC (Performing Arts Centre), Resource Centre and an OHSC (KidZone) operated by the P&C. All classrooms are air conditioned. This project was achieved through the hard work of the school's P&C association. The school will be undergoing renovations to outdoor learning areas to compliment and beautify the school for the future.

Curriculum delivery is the core business and central focus of our school, students also participate in an Instrumental Music program for strings and band and are involved in district sports each term. The school prides itself on its arts program which includes instrumental music, junior and senior choir, class music and visual arts.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Explicit improvement in the teaching of reading across the school:

- Our whole of school targeted reading program included unpacking explicit learning intentions and success criteria, introduced SCORE process for a deep understating of complex texts, embedding literacy Circles to extend higher order thinking and comprehension of texts, and interpreting diagnostic data to inform differentiated teaching and individual reading goals. This was supported by a coaching program for all staff. Case management meetings were continued in 2017 for students not progressing in reading.
- The school's curriculum plans were reviewed and updated plans implemented
- Positive Behaviour for Learning continued to be a focus within the school

Future Outlook

Our explicit improvement agenda for 2018 includes:

- Reading: teaching of reading across the Australian 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 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	496	226	270	4	97%
2016	487	236	251	4	96%
2017	497	242	255	4	96%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

MRSS is an enrolment managed school. We have maintained consistent enrolment numbers over the last 5 years. Our parents choose Marshall Road State School as their preferred education provider. 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. 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	2015	2016	2017
Prep – Year 3	24	24	23
Year 4 – Year 6	28	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

At Marshall Road our approach to Curriculum Delivery includes the following:

- 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 class in Years 6.
- Ipad programs in year 4 and 5.

Co-curricular Activities

- Instrumental Music
- Interschool Sports Years 4 – 7.
- Swimming Club
- Ballroom Dancing with Dance Fever (P – 7)
- Camps – Years 4 – 7
- Junior Engineers
- Chess Club

How Information and Communication Technologies are used to Assist Learning

In 2017 the BYO iPad program operated in two Year four classes, a 1:1 iPad class in Year 5 and a 1:1 laptop class in Year 6. The school also has a computer lab with a class set of computers. There is also a class set of iPads which can be used by the students in the early phase. Each classroom has an interactive whiteboards and teachers have computers for teachers provided by Department of Education.

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 fortnightly to provide a forum to discuss student council projects 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. This program is facilitated by the Guidance Officer at Holland Park State High School. The Positive Behaviour for Learning program ensures students are receiving positive reinforcement for their learning and behaviour.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	80%	88%	84%
this is a good school (S2035)	59%	79%	69%
their child likes being at this school* (S2001)	84%	94%	89%
their child feels safe at this school* (S2002)	84%	92%	93%
their child's learning needs are being met at this school* (S2003)	70%	80%	78%
their child is making good progress at this school* (S2004)	72%	90%	83%
teachers at this school expect their child to do his or her best* (S2005)	94%	95%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	92%	84%
teachers at this school motivate their child to learn* (S2007)	80%	92%	89%
teachers at this school treat students fairly* (S2008)	76%	90%	86%
they can talk to their child's teachers about their concerns* (S2009)	90%	95%	92%
this school works with them to support their child's learning* (S2010)	65%	80%	71%
this school takes parents' opinions seriously* (S2011)	41%	67%	45%
student behaviour is well managed at this school* (S2012)	48%	79%	69%
this school looks for ways to improve* (S2013)	64%	73%	55%
this school is well maintained* (S2014)	70%	83%	70%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	96%	93%
they like being at their school* (S2036)	88%	96%	86%
they feel safe at their school* (S2037)	90%	94%	86%
their teachers motivate them to learn* (S2038)	96%	96%	93%
their teachers expect them to do their best* (S2039)	98%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	94%	90%
teachers treat students fairly at their school* (S2041)	82%	87%	71%
they can talk to their teachers about their concerns* (S2042)	80%	88%	80%
their school takes students' opinions seriously* (S2043)	72%	84%	75%
student behaviour is well managed at their school* (S2044)	73%	80%	72%
their school looks for ways to improve* (S2045)	92%	93%	90%
their school is well maintained* (S2046)	87%	88%	82%
their school gives them opportunities to do interesting things* (S2047)	88%	89%	80%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	78%	88%	77%
they feel that their school is a safe place in which to work (S2070)	73%	91%	84%
they receive useful feedback about their work at their school (S2071)	60%	82%	67%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	86%	97%
students are encouraged to do their best at their school (S2072)	88%	94%	91%
students are treated fairly at their school (S2073)	89%	91%	93%
student behaviour is well managed at their school (S2074)	64%	79%	70%
staff are well supported at their school (S2075)	44%	69%	53%
their school takes staff opinions seriously (S2076)	45%	70%	53%
their school looks for ways to improve (S2077)	75%	88%	79%
their school is well maintained (S2078)	78%	85%	77%
their school gives them opportunities to do interesting things (S2079)	57%	78%	57%

* 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

Marshall Road provided opportunities for parents to volunteer in the school. An active P&C association encouraged volunteers to support their fundraising initiatives. We hold a welcome BBQ at the beginning of each year and a successful transition program for prep students.

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 positive behaviour lessons held each week. The policy also details our response to bullying and violence within the school and how it should be managed. The school chaplain and guidance officer



provides pastoral care programs for community and staff members to build a culture that seeks to prevent gender based violence, through the building of respectful relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	14	7	21
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	216,442	3,334
2015-2016	201,208	6,226
2016-2017	209,275	1,433

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	37	20	<5
Full-time Equivalents	30	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	6
Bachelor degree	19
Diploma	9
Certificate	

*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 2017 were \$11,190

The major professional development initiatives are as follows:

- STEM
- Inclusive school practices program
- Principal's conference
- Age Appropriate Pedagogies
- First Aid and CPR training
- Training for Cleaners
- Data analysis and case management

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	93%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
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).	94%	96%	85%

*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 2017 for all Queensland Primary schools was 93%.

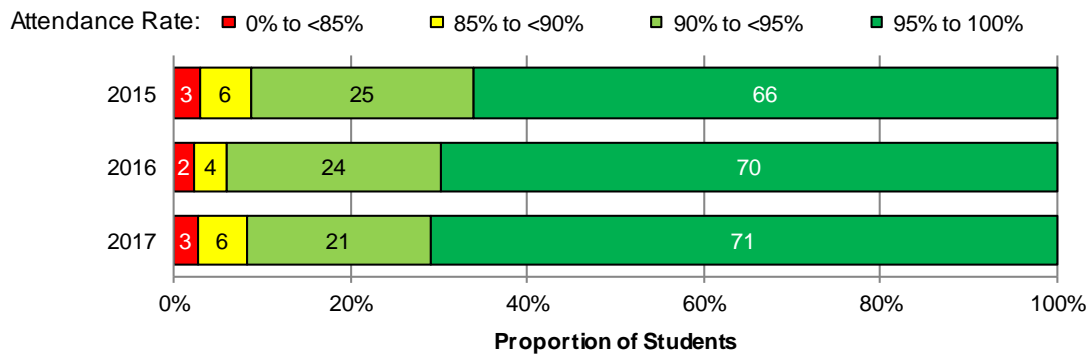
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	95%	95%	96%	97%	94%	96%						
2016	95%	96%	97%	96%	97%	97%	95%						
2017	96%	96%	96%	97%	95%	96%	96%						

*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 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.

The school has an attendance policy. The rolls are marked twice daily. The parents of any student with an unauthorised absence is sent an SMS message at 10.00 am. Students who are absent for more than three days are followed up by the enrolment officer. Parents are also reminded that every day counts and are discouraged from taking holidays during term time. If students are absent for more than 10 days, parents are requested to complete an exemption from compulsory schooling form.

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.

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