



Marshall Road State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

At Marshall Road State School, we aim to prepare our students to be safe, caring learners. 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.

Marshall Road State 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. Our facilities include a PAC (Performing Arts Centre), Resource Centre, STEM lab, designated Art Studio space, 25 metre swimming pool and an OSHC (Out of School Hours Care). All classrooms are air-conditioned.

Effective implementation of curriculum is the core business and central focus of our school. Students participate in specialised art, music, STEM, health and physical education and languages (Japanese Yr 4-6) lessons. Students have the opportunity to participate in instrumental music, through a selection process, in strings and band. Students also have the opportunity to participate in an interschool sporting competition in years 4-6.

At Marshall Road, we aim to prepare pupils to take their place as contributing community members. This is achieved through our values:

- *A Chance to Shine:* Students are provided with a holistic educational experience which values creativity, academia, sport, innovation and inquiry. Our school caters for diversity through well supported programs organised within and beyond our school. Extra-curricular activities and clubs provide opportunities for students to engage in a broad range of learning experiences. A number of special events occur, providing opportunities for students to demonstrate their skills and talents.
- *A School with Heart:* Community connectedness and intergenerational relationships are strong within our school. Fundraising events, charity days and projects designed to promote care of our environment and community are encouraged and prioritised.
- *An Innovative Approach:* Our staff are committed to providing the very best educational experiences for our students. Staff members' expertise is utilised and a cultural of continuous improvement is encouraged. Thinking, innovation and inquiry is placed at the forefront of teaching, learning and engagement.
- *An Engaging Education:* Opportunities are provided for students to form strong connections with our school. Parents, community and school staff work together to create a learning environment that is safe, supportive and promotes learning.
- *Building Futures and Success:* Our facilities, including our pool, resource centre, performing arts centre, computer lab, Art and STEM rooms provide opportunities for students to explore their talents. School grounds are well-maintained and renewed.

School progress towards its goals in 2018

The explicit improvement agenda of the school is identified as:

- Reading
- Quality Teaching and Learning
- Sustainable implementation of the school's improvement agenda
- Closing the gap between attendance and outcomes of indigenous and non-indigenous students
- Differentiating for diversity
- Positive behaviour for learning
- Community Engagement

In 2019, the priorities have sharpened to include reading and positive behaviour for learning with identified targets and strategies for monitoring progress towards these targets.

Future outlook

The identified improvement priorities for Marshall Road State School in 2019 include:

- Reading across the curriculum
- Positive behaviour for learning

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	487	497	492
Girls	236	242	231
Boys	251	255	261
Indigenous	4	4	8
Enrolment continuity (Feb. – Nov.)	96%	96%	97%

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

Marshall Road State School is an enrolment managed school. Our enrolment numbers have been consistent over the last 5 years. Indigenous students represent approximately 1.5 per cent of the student population.

Approximately 2 per cent of students require educational adjustments and less than 1 per cent of students have English as an Additional Language or Dialect.

Student retention rates are consistently high and most students who being school in the preparatory year at Marshall Road State School, graduate from Marshall Road State School.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	22
Year 4 – Year 6	27	27	26
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

- Japanese Year 4, 5 & 6
- Visual Arts program
- STEM (Science, Technology, Engineering and Maths) specialised lessons
- Science Fair
- Arts Fair
- Instrumental Music Program
- Choir
- BYOD (Bring your own Device) classes Year 4-6
- Swimming lessons

Co-curricular activities

- Instrumental music
- Interschool sport Year 4-6
- Swimming Club
- Dance fever Prep-6
- Camps year 4 – 6
- Junior engineers
- Chess club

How information and communication technologies are used to assist learning

In 2018, the BYO iPad program operated in 6 of 8 classes from year 4-6. The school has a computer lab with a class set of computers. In 2019, a specialised STEM teacher delivers lessons to all classes across the school. iPads are available for the use in the early phase. Each classroom has a projector and all teachers have computers for teachers provided by the Department of Education and Training. In addition, a growing number of teachers are provided with an iPad.

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 and class parent representatives, 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. Positive Behaviour for Learning ensures students are receiving positive reinforcement for their learning and behaviour.

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)	88%	84%	93%
• this is a good school (S2035)	79%	69%	94%
• their child likes being at this school* (S2001)	94%	89%	98%
• their child feels safe at this school* (S2002)	92%	93%	95%
• their child's learning needs are being met at this school* (S2003)	80%	78%	92%
• their child is making good progress at this school* (S2004)	90%	83%	92%
• teachers at this school expect their child to do his or her best* (S2005)	95%	94%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	84%	92%
• teachers at this school motivate their child to learn* (S2007)	92%	89%	94%
• teachers at this school treat students fairly* (S2008)	90%	86%	97%
• they can talk to their child's teachers about their concerns* (S2009)	95%	92%	97%
• this school works with them to support their child's learning* (S2010)	80%	71%	91%
• this school takes parents' opinions seriously* (S2011)	67%	45%	88%
• student behaviour is well managed at this school* (S2012)	79%	69%	84%
• this school looks for ways to improve* (S2013)	73%	55%	92%
• this school is well maintained* (S2014)	83%	70%	92%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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)	96%	93%	89%
• they like being at their school* (S2036)	96%	86%	81%
• they feel safe at their school* (S2037)	94%	86%	82%
• their teachers motivate them to learn* (S2038)	96%	93%	88%
• their teachers expect them to do their best* (S2039)	99%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	90%	86%
• teachers treat students fairly at their school* (S2041)	87%	71%	73%
• they can talk to their teachers about their concerns* (S2042)	88%	80%	66%
• their school takes students' opinions seriously* (S2043)	84%	75%	70%
• student behaviour is well managed at their school* (S2044)	80%	72%	64%
• their school looks for ways to improve* (S2045)	93%	90%	84%
• their school is well maintained* (S2046)	88%	82%	79%
• their school gives them opportunities to do interesting things* (S2047)	89%	80%	75%

* 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)	88%	77%	95%
• they feel that their school is a safe place in which to work (S2070)	91%	84%	92%
• they receive useful feedback about their work at their school (S2071)	82%	67%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	97%	88%
• students are encouraged to do their best at their school (S2072)	94%	91%	97%
• students are treated fairly at their school (S2073)	91%	93%	95%
• student behaviour is well managed at their school (S2074)	79%	70%	82%
• staff are well supported at their school (S2075)	69%	53%	90%
• their school takes staff opinions seriously (S2076)	70%	53%	89%
• their school looks for ways to improve (S2077)	88%	79%	92%
• their school is well maintained (S2078)	85%	77%	79%
• their school gives them opportunities to do interesting things (S2079)	78%	57%	81%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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 encourages volunteers to support their fundraising initiatives. A number of events are organised throughout the year to provide opportunities for our community to come together.

Respectful relationships education programs

The school's Responsible Behaviour Plan outlines proactive strategies the school undertakes to promote safety and caring while at school. Students are taught explicit lessons every week. The school's responsible behaviour plan for students also details our response to bullying and violence within the school and how it should be managed. The school chaplain and guidance officer provide pastoral care programs for community and staff members to build a positive school culture.

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	7	21	17
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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	201,208	209,275	201,011
Water (kL)	6,226	1,433	1,249

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.

The screenshot shows a search interface with a dark red header bar. On the left, a white box contains the text 'Find a school'. On the right, a dark red box contains the text 'Search website'. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a dark red 'Go' button. Underneath the input field are three dropdown menus labeled 'School sector', 'School type', and 'State', each with a downward-pointing arrow.

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

A rectangular button with a dark red border and the text 'View School Profile' centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a dark red horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' item is highlighted with a white underline.

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	38	19	<5
Full-time equivalents	32	13	<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	3
Graduate Diploma etc.*	7
Bachelor degree	19
Diploma	9
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 \$15 480

The major professional development initiatives are as follows:

- STEM
- Planning
- Professional Development Network Conference
- Reading Centre
- First Aid and CPR training

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%	93%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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	96%	96%	96%
Attendance rate for Indigenous** students at this school	96%	85%	96%

* 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

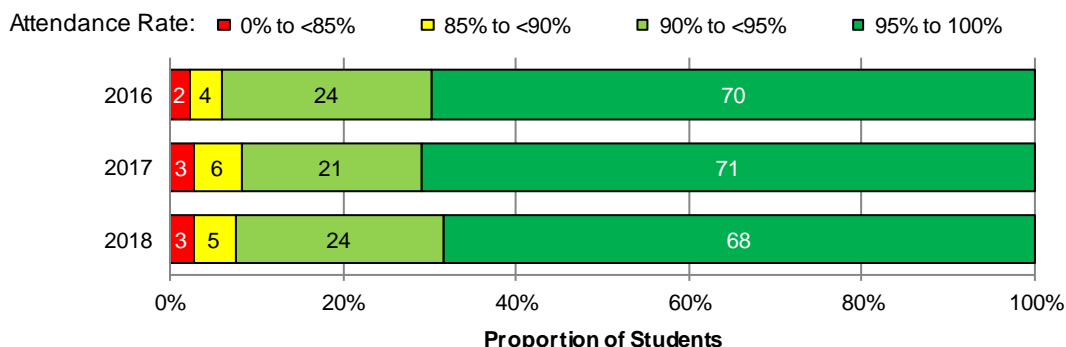
Year level	2016	2017	2018
Prep	95%	96%	96%
Year 1	96%	96%	96%
Year 2	97%	96%	96%
Year 3	96%	97%	96%
Year 4	97%	95%	97%
Year 5	97%	96%	95%
Year 6	95%	96%	95%

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.

The school has an attendance policy and rolls are marked twice a day. The parents of any student with an unauthorised absence is sent an SMS message. Students who are absent for more than three days are followed up the enrolment officer. Parents are 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 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

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.