



Marburg 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

Our Mission at Marburg State School is to offer student-centred quality education in order to equip all students for the future, thus enabling them to contribute socially and economically in a culturally vibrant society. Marburg State School is situated approximately 20kms from Ipswich, Queensland on approximately 4 hectares of land. The school services students mainly from the immediate Marburg area, with some families driving a short distance from neighbouring suburbs to attend our school. We have 2 composite classes: a Prep/1/2/3 class, and a 4/5/6 class. Our teaching staff consists of a Teaching Principal, 1 full time Classroom Teacher, Principal Relief Teacher, 4 Teacher Aides, an Administration Officer, a School Cleaner and a part-time Groundsman. Our Specialist Teachers include a Physical Education Teacher, a Music Teacher, a Guidance Officer and a Chaplin. Additionally, our facilities include ramps and disabled toilets to cater for students with additional needs and physical disabilities. Staff pride themselves on modelling the ideals of social justice within a supportive, inclusive school environment.

From the Principal

School progress towards its goals in 2018

School strategies	Progress
Principal continues to lead embedding of whole school reading framework	Staff collaboratively identify best practice options for reading rotations for Multi- age cohorts across whole school setting
Continued implementation of guided reading observational feedback to teachers to improve reading outcomes for all students	Continued monitoring of explicit teaching and student goal setting Teachers visit other cluster schools and schools in larger settings to observe best practice.
Investing for Success- targeted intervention for students to reach NMS and U2B targets	Trained support staff members to provide intervention for support and extension to targeted students on a daily basis
Implement Whole school Reading/Writing and Numeracy Frameworks	Provision of opportunities for all staff to collaborate as a team and to access Professional development to further enhance understanding of core Australian Curriculum teaching
Access to instructional leadership professional development that will enhance workforce performance	Principal attends appropriate coaching and leadership professional development each term.
School promotes productive partnerships with parents, P&C and wider community groups	The school and community together continue to work in alignment for the students' learning outcomes.
Maximise student achievement in Reading, Writing and Numeracy	Daily explicit teaching of core curriculum occurs in each classroom throughout school setting. Students and teachers are further supported by teacher aides in every classroom.
Align Pedagogical practices with whole school curriculum and assessment framework	Continued implementation of targeted observation and feedback opportunities across school setting Professional development opportunities linked to AIP and Performance plans
Continue to monitor and track alignment between whole school planning and assessment for student learning	Principal and teaching staff use 5 weekly planning and data collection cycles to monitor alignment.

Future outlook for 2019

Embed whole school Writing Framework:

- Undertake action research on the teaching of writing through evidence based PD
- Continued implementation Gradual Release of Responsibility Model
- Investing 4 Success funding utilised to support reading and writing improvement.

Develop a coherent Whole school Curriculum Plan aligned to Australian Curriculum:

- Unpack and refine English and Mathematics curriculum with a focus on multi-age planning
- Implement a collaborative approach amongst staff and cluster schools for planning and monitoring of curriculum development, delivery and assessment

- Continue to revise common understanding of the Australian Curriculum and the relationship with C2C as a resource across all year levels.

Consistent Pedagogy across all classroom settings:

- Align pedagogy with whole school curriculum and assessment Framework
- Develop collegial networks with cluster schools to facilitate connections for planning, best practice and moderation purposes
- Implement regular and consistent analysis and discussion of data to inform teaching practices
- Continue to implement observation and feedback cycles in each classroom with a focus on best practice to improve student learning outcomes.

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	62	52	57
Girls	30	23	24
Boys	32	29	33
Indigenous	3	4	6
Enrolment continuity (Feb. – Nov.)	100%	85%	88%

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

Our student body consists of a blend of rural and urban families based in and around the town of Marburg and surrounding areas.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	17	21
Year 4 – Year 6	23	16	18
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

Our curriculum has been built on a foundation of quality teaching with an unrelenting focus on improving literacy and numeracy outcomes for all students. Our staff are dedicated to meet the individual needs of students, ensuring that we are teaching today's students for tomorrow's world, using a variety of evidence-based pedagogical practices from the past and the present. We always have had, and will continue to have, a focus on individual child learning every day. We believe that our curriculum continues to be engaging, relevant and leads to improved academic achievement for all students.

Co-curricular activities

Athletics / Cross Country

Book week

Choir

Combined Small Schools Excursions

Days of Excellence

District and Regional Activities

Garden Club

Music Bus

NAIDOC Celebrations

Reading in the Hub

Specialist Science Teachers

Sporting Schools

How information and communication technologies are used to assist learning

Hardware infrastructure continues to grow, with all classrooms connected across a common network with high speed internet via wireless technology and cable.

All classrooms have access to interactive whiteboards which have enhanced learning and enabled the embedding of ICTs for students on the classroom. Student Laptops and IPADs are used in every classrooms where and when possible.

Social climate

Overview

At Marburg State School we believe that every member of the school community has the right to feel safe and be valued. The school behaviour management practices, including the implementation of the anti-bullying policy, involves a planned continuum from positive to preventative actions for each student to responsive actions for specific individuals and groups.

Marburg State School has a focus on Positive Behaviour for Learning and as such, ensures all staff and students are able to identify the school rules and appropriate behaviour choices both inside and outside the classroom.

All members of the school community aim to model and reinforce non-violent and non-discriminatory language and practices. Marburg State School is committed to working alongside parents for the education and well-being of all students. The P&C Committee actively fundraises within the community and is heavily involved with all community events. Additionally, Marburg State School has also partnered with Eat Up to provide additional sandwiches for students who have no lunch or require additional lunch.

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)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	86%
• their child is making good progress at this school* (S2004)	100%	100%	86%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	86%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	86%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	86%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	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%	96%	97%
• they like being at their school* (S2036)	100%	100%	97%
• they feel safe at their school* (S2037)	100%	96%	97%
• their teachers motivate them to learn* (S2038)	90%	100%	96%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	100%	97%
• teachers treat students fairly at their school* (S2041)	89%	92%	93%
• they can talk to their teachers about their concerns* (S2042)	100%	92%	93%
• their school takes students' opinions seriously* (S2043)	100%	96%	84%
• student behaviour is well managed at their school* (S2044)	90%	100%	100%
• their school looks for ways to improve* (S2045)	100%	96%	97%
• their school is well maintained* (S2046)	100%	100%	97%
• 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%	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)	DW	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%
• 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

Marburg State School has an active P&C committee and a small group of parents who support the school through P&C initiatives.

Fortnightly newsletter communication, Facebook messages (via our school Facebook page) , diary entries and our collaboratively created school and community calendar ensure that parents are informed as to what is happening at Marburg State School and with their child's progress. This continual communication assists us in developing positive, effective relationships. Parents are able to communicate with the school in a variety of ways including text messaging to the school mobile, responding to Facebook messages, phone call and face to face appointments with class teachers.

Parent- teacher interviews are held in Terms 1 and 3 and this one on one time is used to discuss progress and necessary adjustments and goal setting for each student. Parents at our school therefore receive either formal or face to face progress reports for their child each term. These meetings allow consultation to occur regarding adjustments to be made if necessary, to cater for their child's leaning needs.

Parental involvement in the classroom is vital and evident, as is parental commitment to special events and functions held at the school. Parents are a regular support in all classrooms

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Positive Behaviour for Learning is one of the key priorities for the school and is being implemented with fidelity. The school's three expectations are: Be respectful, Be responsible & Be safe.

The school's chaplain also works with small groups and/or individuals with regards to friendship issues and social skilling.

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	1	0	0
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

Students and staff are constantly aware of the impact that the school has on the environment. Through regular discussions, as a school and as individual classes, we have made a commitment to be energy efficient by watching our consumption of power and waste and making alterations in these areas where necessary. Our school has Solar School measures throughout the facilities. Our water consumption has decreased due to the installation of water tanks throughout the grounds to accommodate grounds maintenance and landscaping.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	16,917	24,579	20,664
Water (kL)	111	95	176

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.

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

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

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	5	6	0
Full-time equivalents	4	4	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	
Graduate Diploma etc.*	
Bachelor degree	5
Diploma	
Certificate	6

*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 \$6320.85.

The major professional development initiatives are as follows:

- Leadership Development
- Curriculum Implementation- Focus on Reading/Writing
- Learning Support for students with Learning disabilities
- Peer Coaching/mentoring
- Early Childhood Focus

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.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 72% 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	92%	91%	91%
Attendance rate for Indigenous** students at this school	84%	86%	89%

* 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

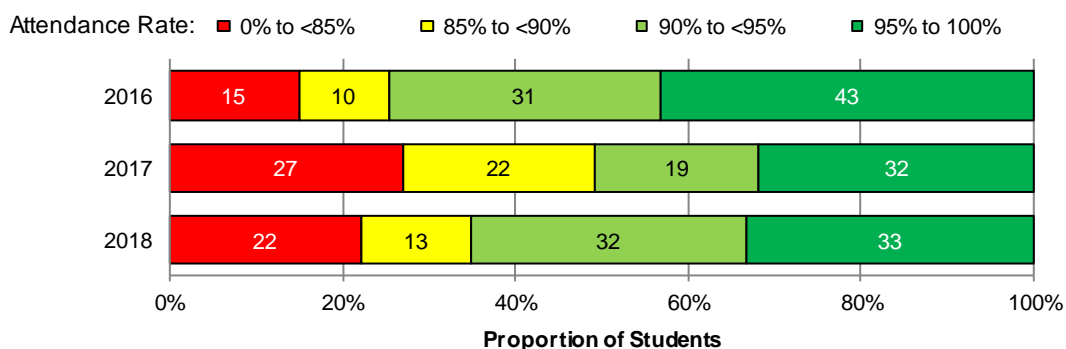
Year level	2016	2017	2018
Prep	93%	91%	91%
Year 1	95%	89%	90%
Year 2	96%	92%	91%
Year 3	89%	92%	92%
Year 4	89%	87%	93%
Year 5	89%	91%	86%
Year 6	94%	94%	92%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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.

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.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. In 2017 Marburg State School also began managing non-attendance through SMS for schools.

Roll marking occurs twice a day at Marburg State School - 9:00am and 2:00pm

Student absenteeism is managed by a whole school approach. Parents consistently explain the absenteeism of their children through a text, diary entry or phone call. When absenteeism is unexplained teacher and/or admin follow up with a phone call to the family. For persistent, repeated and long term absenteeism the formal processes regarding compulsory schooling begin- letters to parents and face to face interviews with parent and perhaps guidance officer.

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	
Search by school name or suburb		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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
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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.