



Maryvale State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

Postal address:	81 Taylor Street Maryvale 4370
Phone:	(07) 4666 1190
Fax:	
Email:	principal@maryvaless.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Leeanne Konstantinou (Principal)

## School Overview

Established in 1913, Maryvale State School is a small, semi-rural school located 34kms from Warwick on the Cunningham Highway. Our curriculum focuses strongly on literacy and numeracy and is linked to all key learning areas. Our school prides itself in knowing and understanding the development level of each student and ensuring that learning is meaningful. Students are grouped accordingly and we have individual student learning plans to maximise the talents and outcomes for each student and to inspire a love for lifelong learning. We encourage all students and parents to participate in activities that are organised with the other small schools in our cluster. Parents are encouraged to take an interest in their student's education and the Parents and Citizens association is supportive of the projects that we undertake to improve our facilities and student experiences.

Maryvale State School strives to ensure every student experiences success in their learning journey. Our aim is to prepare students to be active, disciplined and responsible citizens who strive to be life-long learners by providing a balanced, interconnected and relevant curriculum.

## Principal's Foreword

### Introduction

This report is a snapshot of our school's performance for 2017. It contains information about our class sizes, our distinctive curriculum offerings and student attendance. It outlines the level of satisfaction our community has with all aspects of our school operations.

Each year, following consultation with our community, we develop a shared vision of what the priorities for the year will be. This report reflects on the success of those priorities and gives us direction as to what we need to develop further. We do this in order to meet the dynamic needs of the students as well as the expectations of the parents and wider community.

### School Progress towards its goals in 2017

Maryvale State School staff continued to engage students in forms of deep, sustainable learning that developed the knowledge, values and skills of a life-long learner. The Australian Curriculum and the regional pedagogical framework of Explicit Teaching practices were a key feature of 2017 and significant progress was undertaken by the school to align its pedagogical practices and curriculum framework to these.

Our core academic priorities for 2017 were improving reading comprehension, writing and numeracy. Other key priorities were to improve working memory and auditory processing skills for all our students.

### **Future Outlook**

2018 will consist have a sharp and narrow focus of improving reading, basic number fact retrieval and problem solving skills. A whole school approach to writing will be carried over to 2018 and improving attendance so data is above state levels will also be a key focus.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	16	6	10	1	65%
<b>2016</b>	11	4	7	3	75%
<b>2017</b>	11	2	9	3	62%

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

In 2017 Maryvale State School has 1 multi-age class with 11 students in total. Most students live in town or on small acreage in a semi-rural environment with parents and carers from a variety of work sectors. We have a small number of indigenous students and respect Indigenous culture. Parents are attracted to Maryvale State School by the small numbers and the individual attention each student receives in our small school setting. Newcomers are always made to feel welcome at our 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	9	13	9
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our school takes pride in the fact that we have the capacity to deliver the National Curriculum through units of work which engage our multi-age learners. Where possible we extend what has been learnt in the classroom through excursions and school camps. We believe all students have the ability to learn, grow in confidence and feel part of a community that learns together.

### Our distinctive curriculum offerings

- Innovative and research-based teaching and learning programs that cater for individual needs, interests and abilities across Prep to Year 6.
- Class excursions and incursions are linked to learning experiences in the classroom.
- We extend what has been learnt in the classroom with excursions.

## Co-curricular Activities

- Each year students are involved in the Tannymorel Sports Day as well as Warwick Small Schools Sports day and District and Regional sports days for qualifying students.
- Instrumental Music Program is available for students in Years 3 -6
- Gather with similar schools in the cluster for events such as Under 8's Day and Performances
- Religious Education
- ANZAC Day Parade
- Learn to swim program

## How Information and Communication Technologies are used to Assist Learning

ICT's are used to supplement or reinforce our explicit teaching programs. We have a wide range of equipment that is used on a daily basis. Time is spent developing the knowledge and skills required to operate these devices effectively and use them appropriately. These include:

- iPads, Desk top and laptop computers are used extensively throughout the school in all areas of the curriculum on a daily basis.
- Interactive Whiteboards, visualizers and digital cameras are essential tools utilized by all teachers and teacher aides in curriculum delivery.
- iPads are used to differentiate learning for individual students.
- Professional Development opportunities have been provided to staff.

## Social Climate

### Overview

Maryvale State School encourages safe, respectful and responsible behaviour at all times. Our proactive behaviour management policy has been effective in ensuring any issues are discussed and resolved quickly. All staff model the behaviour that is expected and our 'Positive Behaviour Program' has been successful in encouraging students to adopt positive behaviours. Our school has introduced a social skills program to help address social and emotional gaps.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%		DW
this is a good school (S2035)	100%		DW
their child likes being at this school* (S2001)	100%		DW
their child feels safe at this school* (S2002)	100%		DW
their child's learning needs are being met at this school* (S2003)	100%		DW
their child is making good progress at this school* (S2004)	100%		DW
teachers at this school expect their child to do his or her best* (S2005)	100%		DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%		DW
teachers at this school motivate their child to learn* (S2007)	100%		DW
teachers at this school treat students fairly* (S2008)	100%		DW
they can talk to their child's teachers about their concerns* (S2009)	100%		DW
this school works with them to support their child's learning* (S2010)	100%		DW
this school takes parents' opinions seriously* (S2011)	100%		DW
student behaviour is well managed at this school* (S2012)	100%		DW
this school looks for ways to improve* (S2013)	100%		DW
this school is well maintained* (S2014)	100%		DW

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	DW	100%
they like being at their school* (S2036)	100%	DW	100%
they feel safe at their school* (S2037)	100%	DW	100%
their teachers motivate them to learn* (S2038)	100%	DW	100%
their teachers expect them to do their best* (S2039)	100%	DW	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	DW	100%
teachers treat students fairly at their school* (S2041)	100%	DW	100%
they can talk to their teachers about their concerns* (S2042)	100%	DW	100%
their school takes students' opinions seriously* (S2043)	100%	DW	100%
student behaviour is well managed at their school* (S2044)	100%	DW	80%
their school looks for ways to improve* (S2045)	100%	DW	100%
their school is well maintained* (S2046)	100%	DW	100%
their school gives them opportunities to do interesting things* (S2047)	100%	DW	100%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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)	80%	100%	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%	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

Parents are encouraged to be actively involved in their child's education. Regular communication through monthly newsletters, a Facebook page and text messages keeps parents aware of what is happening in the classrooms and around the school. Parents are encouraged to read with their children every night through our take home reader program and with the open door policy, parents are encourage to openly communicate about their child with the principal or teacher every day, if it is required.

## Respectful relationships programs

The school has developed and implemented strategies and programs that focus on appropriate, respectful and healthy relationships. We engage the services of Bush Kids Warwick and Granite Belt support services to help support healthy and 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 in 2017.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	5	0	3
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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Maryvale State School has solar panels installed on the roof of the main building and the Resource centre which is feeding power back into the grid. The water for the school comes primarily from rainwater tanks and the gardens are maintained by planting natives which are water-wise and using bore water. Students and staff are conscious of power usage and are encouraged to turn off lights and fans during lunch breaks and other times when the buildings are not in use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	3,619	
2015-2016	8,861	
2016-2017	2,719	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	4	0
Full-time Equivalent	1	2	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	
Diploma	
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 \$3850.

The major professional development initiatives are as follows:

- Leadership development
- Work place health and safety
- Special Needs education training
- Curriculum training
- Behaviour management workshops
- First Aid

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.	99%	97%	94%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2017.

## Performance of Our Students

## 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).	88%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	95%	93%

\*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%.

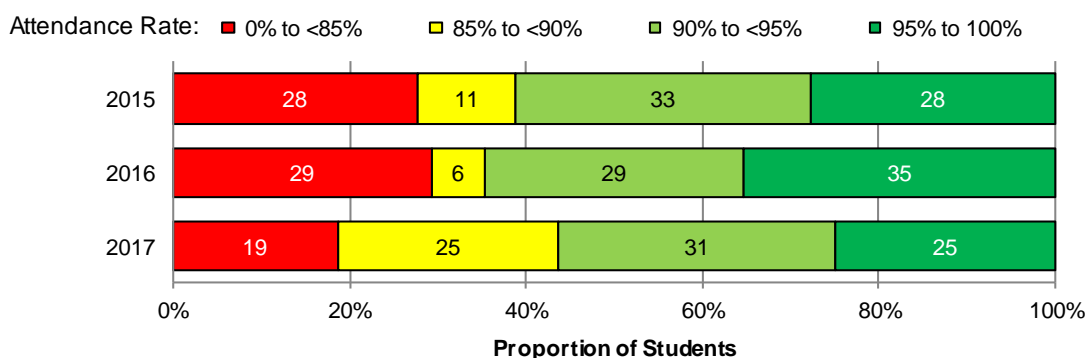
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	96%	85%	93%		76%	DW						
2016	94%	95%	93%	91%	DW		90%						
2017	92%	93%	92%	89%	92%	DW							

\*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.

- Non-attendance is managed in state schools in line with the DETE 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. Class rolls are marked daily by classroom teachers. Day of absence, the parent is contacted for the unexplained absence. If after 2 days of consecutive absence, parents are contacted by phone again if notice has not already been received.
- The school offers support and strategies to help parents encourage their children to go to school.
- Use effective and engaging teaching strategies to engage children in learning.
- Make every day an engaging and fun place to be and strategically have certain events on high absentee days. Eg. Cooking and craft on Fridays, Music and P.E. on Tuesdays days.

## 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.