Maryvale 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

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.

School progress towards its goals in 2018

Each year state schools throughout Queensland publish a School Annual Report related to student and school performance across a range of school activities for the previous school year. This report relates to our educational journey as a school community during 2018. It also identifies the progress made by the school in terms of our achievement of the goals we had established for 2018. We are very proud of the work of our students, staff and parents during the course of the year and have much pleasure in providing this report to you.

Throughout 2018 our school continued to provide a healthy, supportive and safe environment in which to learn and teach – a quality school with high expectations for all who work and learn here, with our teaching and learning emphasis on improving student learning outcomes and student wellbeing. 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 2018 and significant progress was undertaken by the school to align its pedagogical practices and curriculum framework to these.
Our core academic priorities for 2018 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

Implement the Australian Curriculum

Achievement Standards tracked in English and Maths across all year levels

All students reading at or above regional benchmarks

Whole School Curriculum Plan developed with clear line of sight to the Australian Curriculum

Strong Community Relationships

Parent and community engagement plan in place

Student Safety and Wellbeing

Attendance rate of 94%

School Responsible Behaviour Plan updated in consultation with school community

Student & Staff Wellbeing Framework

Individualised Learning

Individualised learning plans for all students.

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	11	11	14
Girls	4	2	3
Boys	7	9	11
Indigenous	3	3	4
Enrolment continuity (Feb. – Nov.)	75%	62%	82%

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

In 2018 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. The small numbers and the individual attention each student receives in our small school setting attract parents to Maryvale State School. Newcomers are always made to feel welcome at our school.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	13	9	12
Year 4 – Year 6			
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 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 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 also on how to use them appropriately. We regularly utilise interactive SMART boards, IPads and digital cameras.

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

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)		DW	75%
• this is a good school (S2035)		DW	75%
• their child likes being at this school* (S2001)		DW	100%
• their child feels safe at this school* (S2002)		DW	100%
• their child's learning needs are being met at this school* (S2003)		DW	75%
• their child is making good progress at this school* (S2004)		DW	75%
• teachers at this school expect their child to do his or her best* (S2005)		DW	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)		DW	75%
• teachers at this school motivate their child to learn* (S2007)		DW	100%
• teachers at this school treat students fairly* (S2008)		DW	75%
• they can talk to their child's teachers about their concerns* (S2009)		DW	75%
• this school works with them to support their child's learning* (S2010)		DW	75%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)		DW	75%
• student behaviour is well managed at this school* (S2012)		DW	100%
• this school looks for ways to improve* (S2013)		DW	75%
• this school is well maintained* (S2014)		DW	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	DW	100%	100%
• they like being at their school* (S2036)	DW	100%	100%
• they feel safe at their school* (S2037)	DW	100%	100%
• their teachers motivate them to learn* (S2038)	DW	100%	100%
• their teachers expect them to do their best* (S2039)	DW	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	75%
• teachers treat students fairly at their school* (S2041)	DW	100%	100%
• they can talk to their teachers about their concerns* (S2042)	DW	100%	100%
• their school takes students' opinions seriously* (S2043)	DW	100%	100%
• student behaviour is well managed at their school* (S2044)	DW	80%	75%
• their school looks for ways to improve* (S2045)	DW	100%	100%
• their school is well maintained* (S2046)	DW	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	DW	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%	86%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	86%
• they receive useful feedback about their work at their school (S2071)	100%	100%	71%
• 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%	86%
• students are treated fairly at their school (S2073)	100%	100%	71%
• student behaviour is well managed at their school (S2074)	100%	100%	71%
• staff are well supported at their school (S2075)	100%	100%	71%
• their school takes staff opinions seriously (S2076)	100%	100%	71%
• their school looks for ways to improve (S2077)	100%	100%	86%

Percentage of school staff who agree# that:	2016	2017	2018
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	71%

* 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 education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. We implement the Australian Curriculum Health and Physical Education program and ensure that children are specifically taught personal safety and awareness. We engage the services of Bush Kids Warwick and Granite Belt support services to help support healthy and respectful relationships.

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	0	3	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

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	8,861	2,719	6,247
Water (kL)			

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.
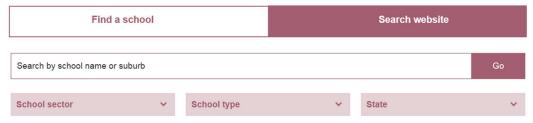
School funding

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.

Find a school	Search website
Search by school name or suburb	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 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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	2	3	<5
Full-time equivalents	1	1	<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	2
Graduate Diploma etc.*	
Bachelor degree	
Diploma	
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 $780.

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 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%	94%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 24% 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	93%	92%	89%
Attendance rate for Indigenous** students at this school	95%	93%	88%

* 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	94%	92%	95%
Year 1	95%	93%	97%
Year 2	93%	92%	78%
Year 3	91%	89%	94%
Year 4	DW	92%	79%
Year 5		DW	92%
Year 6	90%		81%

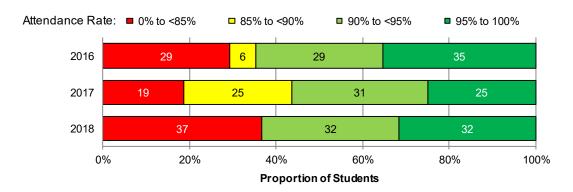| Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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

Attendance Rate: 🟥 0% to <85% 🟨 85% to <90% 🟩 90% to <95% 🟩 95% to 100%

Year				
2016	29	6	29	35
2017	19	25	31	25
2018	37		32	32

Proportion of Students (0% to 100%)

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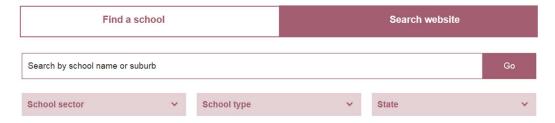
- Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.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