

Marlborough State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

## Contact information

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Mrs Terry Thirkettle (Principal)

## From the Principal

### School overview

Established in 1917, Marlborough School is a multigrade co-educational state school situated 106 kilometres from Rockhampton off the Bruce Highway. The school is set on a large block of land surrounded by lush gardens, inviting playgrounds and has mountains as its backdrop.

In 2018 the school has 33 full time students and 3 part-time kindy children who participate in the Remote Kindy Pilot Program. We have two full time teachers teaching in a Prep to Year 2 classroom and a Years 3 to 6 classroom, and one part-time teachers who teach Kindy.

Students at Marlborough are fortunate to have specialist teachers for Science, History, Geography, The Arts and Health and Physical Education. There is a team of dedicated teachers and teacher aides who work together to ensure the engagement and success of every student.

Our dedicated staff also work in collaboration with our parents and community to develop students who are knowledgeable, capable, optimistic and confident. Our school sets high expectations for children to encourage them to strive to do their personal best. We provide opportunities to ensure that every child experiences success. We encourage our students to be engaged and independent learners who are striving to achieve success.

We believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we (students, staff and parents) all share a responsibility for preventing it.

We believe in honesty and trust that is built on safe, respectful and responsible relationships. Individual needs are catered for in a small, family-like setting and parents are encouraged to become involved in the education of their children. An education that is futures oriented with a strong focus on explicit teaching and age appropriate pedagogies.

### School progress towards its goals in 2018

Priority 1: Successful Learners	
Develop learning walls that involve <i>Know</i> and <i>Do</i> exemplars for English, Maths and Science	ongoing
Research and redevelop the whole school reading framework	continuing to be embedded in 2019
Review and amend pedagogical framework to reflect age appropriate pedagogical practice and embed across the school	development ongoing into 2019
Review, update and embed whole school curriculum plan and assessment schedule with PEACC	Continuing in 2019
Priority 2: Whole School Performance	
Fostering a whole school approach to teaching early years	ongoing
Research and redevelop a phonics program to implement in early years	develop and implement in 2019
Priority 3: Teaching and Leadership Quality	
A student learning and wellbeing framework will be embedded within Marlborough State School	implement 2019

# 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 2018</b>	Early Childhood - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	24	30	33
Girls	15	18	19
Boys	9	12	14
Indigenous			1
Enrolment continuity (Feb. – Nov.)	100%	94%	94%

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

Students at Marlborough State School are drawn from within the township of Marlborough and surrounding rural properties. The parents of our students place a high level of importance on education and have high expectations of students academically, socially and culturally. Our student population is generally stable with children completing their primary schooling at the school. Students are positive and friendly towards each other, with different age groups working well together. Individual student needs are identified early and the necessary individualised programs put in place.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	17	17
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

Challenging and innovative learning experiences are designed to ensure that each child has the opportunity to reach their maximum potential. Exposure to and participation in a broad range of cultural, sporting and academic activities that will improve student outcomes is a priority.

- multi-age teaching and learning with a focus on meeting individual student needs
- intervention and extension programs
- uninterrupted literacy and numeracy blocks
- Rural Remote Education Access Program (RREAP) projects and activities

### Co-curricular Activities

- active sport representation including school, cluster and district events
- camps and excursions providing real life, connected learning experiences
- entry of art and classwork at the Marlborough Show
- RREAP supported curriculum initiatives
- under 8's day – children under 8 in the community come for a morning of activities to celebrate during education week.
- tennis lessons conducted by a qualified expert
- after school hours athletics training (conducted by community members)
- school leadership program – Year 5 and 6 students attend GRIP leadership training
- premier's readers challenge
- book week
- end of term celebrations – at the culmination of each term, students present aspects of their learning to the parents
  - . Police Talks on farm safety, bikes, water areas

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

Each unit of work has ICT integrated within it. Staff and students have ready access to a wide range of information and communication hardware and software including email and internet access, project based web research, digital imaging using still and video cameras and direct curriculum integration of a range of generic software applications scaffolded and sequenced across the school (e.g. Microsoft PowerPoint Excel, Word, Publisher). Computers are deployed in all classrooms to support the teaching and learning programs. Classrooms are fitted with electronic whiteboards which the teachers use to deliver the teaching programs. The school is fully networked and all classrooms have access the internet and e-mail. All teaching staff have a laptop and these are well utilised in planning and teaching across the school. The school has laptops, iPads and iPods as learning tools. A range of programmes have been loaded onto them. Students have been provided with enhanced online learning experiences through the use of iConnect sessions and online programs such as IXL and Spelling City. ICTs are also used to complete some diagnostic testing. ICTs are used to broaden the educational opportunities for all of our students.

## Social climate

### Overview

At Marlborough State School, we emphasise the partnership between home and school, and the role of each in preparing our students for life. We recognise the importance of parents as partners in their children's education. Students, staff and parents believe that there is a strong and positive school community, a feature that contributes to successful learning outcomes.

Keeping our parents informed through all stages of academic achievement and engagement is paramount to the role of all staff at the school. The school's Responsible Behaviour Plan promotes high standards of positive, safe, responsible and respectful behaviours in both the classroom and social learning environment.

Student behaviour is of an exceptional standard and behaviour is guided by the school's Responsible Behaviour Plan which helps embed respectful, safe and responsible behaviour. The plan guides decisions regarding behavioural consequences and thus ensures the school is a safe place where relationships and behaviour is respectful and responsible. This is reflected in the positive parent opinions reported in our 2018 School Opinion Survey, where 100% of students feel safe at school and 93% of students felt that behaviour is well managed.

Celebration of student, staff and parent achievements are communicated through a weekly newsletter and electronically. Our school website is regularly updated with school information and achievements are celebrated on weekly school parades. The staff display high levels of commitment, dedication and professionalism. Classrooms are calm and conducive to student learning. The school opinion survey from 2018 reflects this as 100% of

## 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%	100%
• their child is making good progress at this school* (S2004)	100%	88%	100%
• 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%	88%	86%
• teachers at this school motivate their child to learn* (S2007)	100%	88%	86%
• teachers at this school treat students fairly* (S2008)	100%	100%	71%
• 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%	88%	100%
• 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)	86%	88%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	75%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	86%
• teachers treat students fairly at their school* (S2041)	100%	83%	93%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	93%
• their school takes students' opinions seriously* (S2043)	100%	83%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	93%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• 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)	100%	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%	90%
• 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

At Marlborough State School parents are involved in many aspects of their child's education, including:

- an active Parents and Citizens Association
- school and classroom volunteer programs; reading groups, art and craft, cooking, excursion and camp supervision
- regular working bees to maintain and beautify school surroundings
- regular information dispersal via the school newsletter, website, classroom parent nights, parent/teacher interviews,
- invitations to celebratory school and classroom events including end of term celebrations, investiture, presentation night,
- volunteer recognition morning teas, Mother's & Father's Day celebrations, Anzac Day Commemoration Service

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Health component of the Australian Curriculum sees the children learning about appropriate, respectful and healthy relationships. Our school has a Chaplin who also runs sessions that support 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.

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	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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The school utilises a number of installed water tanks for watering gardens and we have a bore that waters the school oval using a timed sprinkler system that operates at night. The school has 28 solar panels that ensure electricity consumption is reduced and that power is sent back to the grid. Staff and students ensure that lights, fans and other equipment are switched off when leaving rooms. The increased water usage seen in the 2015-2016 year was due to a human error that has been rectified.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	6,751	13,139	23,872
Water (kL)	4,002	302	88

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 the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter buttons: 'School sector', 'School type', and 'State', each with a dropdown arrow.

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	4	6	0
Full-time equivalents	3	3	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.*	1
Bachelor degree	3
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 \$4,662

The major professional development initiatives are as follows:

- Principal's Conference
- Remote Kindy Conference
- First Aid Training

- Beginning Teachers Workshop
- Swim Coaching
- Teacher Aide Workshop
- In-kind – Mandatory Annual PD

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.	99%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 83% 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	95%	93%	93%
Attendance rate for Indigenous** students at this school			DW

\* 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

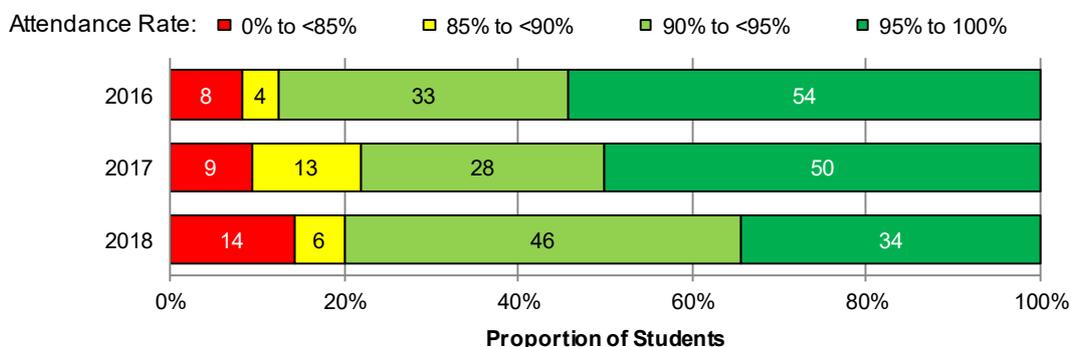
Year level	2016	2017	2018
Prep	96%	95%	89%
Year 1	96%	95%	93%
Year 2	96%	92%	96%
Year 3	93%	93%	90%
Year 4	99%	91%	93%
Year 5	90%	95%	93%
Year 6	93%	92%	94%

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.

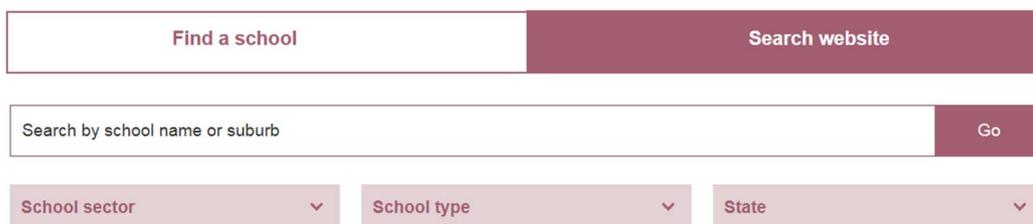
Non-attendance is managed in state schools in line with the DET procedures, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. The roll is marked twice daily, at 9am and 1:30pm. The Principal reviews the roll weekly to analyse patterns of absence and follows up by phone call or face-to-face discussion with parents to determine causes of absence and/or to notify of patterning in absence. All unexplained student absences are recorded and reported to parents twice yearly.

## 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.



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



4. Click on 'NAPLAN' to access the school NAPLAN information.



#### 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.