Principal’s foreword

Introduction

This report provides a snapshot of the school performance and unique characteristics for the 2011 school year. From the 2011 Annual Operational Report a large percentage of key curriculum, facilities and communication directions were achieved. This report will be presented at a P&C Meeting. A hard copy of the School Annual Report 2011 will remain available at the school office.

School progress towards its goals in 2011

The school’s priorities in 2011 were to focus on improving reading results for all students, improve oral language skills and improve social skills. This was done through introducing and monitoring individual achievement targets in reading for all students in reading. Explicit reading strategies were matched with student needs and explicitly taught. Organised reading groups targeted students’ level of reading. All students progressed and increased their reading level throughout the year. To improve oral language, a specific, teacher aide delivered, one to one program was revised and implemented on a daily basis. Students’ oral language has improved. This work will continue beyond 2011. To improve social skills in the school, a school wide social skills program was implemented throughout the year. Individual students, who required further development in this area were withdrawn to work individually and in a group with the learning support teacher. This program has been so successful that it is no longer a priority for the school.

Future outlook

School Priorities for 2012 include

- Reading (Comprehension & Fluency)
- Speech and Oral Language
- Pedagogy (with a focus on ICTs backed up with Professional Development and Feedback)
- Building Positive School-Community Partnerships

School staff will become more explicit with their practices at the school. As part of their planning short term targets and related monitoring will take place while as part of their teaching, the skills of explicit instruction will be further developed in the second semester of 2012.
Our school at a glance

**School Profile**

Coeducational or single sex: Coeducational  
Year levels offered: Prep - Year 7  

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>12</td>
<td>11</td>
<td>88%</td>
</tr>
</tbody>
</table>

**Characteristics of the student body:**

The families generally travel from surrounding properties or live in the small township of Marlborough. The student population is generally stable with children completing their primary schooling at the school. The children 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 are in place for some of the students. Students work well in their small classes which are well supported by teacher aides.

**Class sizes – Proportion of school classes achieving class size targets in 2011**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>17</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>9</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>0</td>
</tr>
<tr>
<td>All Classes</td>
<td>26</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings
Our distinctive curriculum offerings include:

- A contemporary and consistent curriculum (Australian Curriculum in English, Mathematics and Science)
- Social skills and values program
- Oral language skills development
- ICTs in classroom learning
- Literacy and Numeracy blocks
- Focussed reading group programs
- A caring and supportive learning environment focussed on catering for individual needs
- Innovative classrooms
- Individual intervention programs
- PCAP projects and activities

Extra curricula activities

- Active sport representation including school, cluster and district based
- Camps and excursions providing real life, connected learning experiences
- Active representation at Community events
- PCAP supported Curriculum Initiatives
- Under 8’s Day Celebrations
- Tennis lessons conducted by a qualified expert
- After school hours athletics training (conducted by community members)

How Information and Communication Technologies are used to assist learning

Specific, explicit skills lessons were facilitated by a teacher aide in the school for students in small groups. Each unit of work had 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)

Social climate

Celebration of student, staff and parent achievements are communicated through weekly newsletter. These include Student of the Week Awards and Birthday Celebrations, school helpers and achievements. School website is updated regularly with school information. Good news stories are placed in local newspapers and all information is updated or celebrated on weekly school assemblies.

On completion of each term awards are handed out for Spelling, Number Facts and Homework achievement.

Ongoing photographic displays around the school and other venues within community

Staff access to Employee Adviser

Regular social gatherings for Staff and Parent & Citizen Association to participate in – BBQ’s, Catering Opportunities and Sporting Events

A Responsible Behaviour Plan and a Bullying Prevention Strategy are utilised in our school community to promote positive behaviours

The students at the school continue to learn and play in a safe positive school environment
Parent, student and teacher satisfaction with the school
Opinion survey data from 2011 generally indicate strong satisfaction levels. As a snapshot the following highlights this support for the school

- Parent opinions or satisfaction levels are higher overall across all performance areas
- Student satisfaction levels are as positive, being equal or more accurately higher across the performance areas as well
- Staff responses have a number of 100% satisfaction responses to individual questions and are particularly higher than state percentages to all questions in the area of staff morale.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child's school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

- An active Parents and Citizens Association, with flexible monthly meetings which also include social aspects
- School and Classroom Volunteer programs offered including Reading Groups, Library Helpers, Art and Craft, Cooking, sports coaching, excursion and camp supervision
- Working bees conducted each term to maintain and beautify school surroundings
- Regular information dispersal via the school newsletter, website, classroom parent nights, parent/teacher interviews, focused parent forums on school and curriculum related topics e.g. reading
- An open door policy exists that promotes honest, two way dialogue and feedback
- Invitations to celebratory school and classroom events including end of unit celebrations, induction, leadership and graduation ceremonies, volunteer recognition morning teas, Mother’s & Father’s Day Celebrations, Anzac Day Commemoration Service.

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

Sustainability education has been a big part of the curriculum, with students developing ways of reducing our use of energy and water. In 2011 solar panels were installed in the school to reduce the environmental footprint.

<table>
<thead>
<tr>
<th>Environmental footprint indicators, 2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity</td>
</tr>
<tr>
<td>KwH</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>% change 10 - 11</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>3</td>
<td>6</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>2</td>
<td>2</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>3</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

![Bar chart showing qualifications of teachers and school leaders](chart.png)
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $2500.

The major professional development initiatives were as follows:

- First Aid
- Teaching Boys Workshops
- Leaders Workshop
- Principals’ Conference (Teaching Principals)
- Principals’ Business Meetings
- SPELD

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 78% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

**Student attendance - 2011**

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

**Student attendance rate for each year level**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
<td>DW</td>
</tr>
</tbody>
</table>

DW – Data withheld due to the size of the cohort

**Student Attendance Distribution**

The proportions of students by attendance range.

![Attendance Distribution Chart]

**Description of how non-attendance is managed by the school**

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.

The roll is marked twice daily, at 9am and 1:30pm. If parents have not contacted the school about the absence within two days, a phone call is made to parents. Parents are reminded that ‘every day counts’.
Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Marlborough State School Reading, Writing, Spelling, Grammar and Punctuation and Numeracy results for the Year 3, 5, and 7 NAPLAN Tests in 2011 are withheld due to the cohort size of students that year.

Due to the small numbers the following observations can be made of our students’ collective achievements for the period 2009-2011.

- 100% of all Yr 5 and Yr 7 students were at or above the National Minimum Standard across all strands or areas for this 3 year period.
- Yr 3s also had 100% of students in most areas except in reading, where 78% of students were at or above the National Minimum Standard.
- Yr 5s had the highest percentages in the Upper 2 Bands in the strands of Reading and Grammar and Punctuation with an average of 62% of students performing at this level.

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/](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](image)

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

The ‘Closing the Gap Education Strategy’ is the department’s overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools - halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past three years, Marlborough State School has had no Indigenous students in Year 3. Therefore, comments cannot be made on NAPLAN performance. In addition, due to the small number of Indigenous students across the school, comments regarding student attendance cannot be made. However, Indigenous perspectives are taught in all year levels, across all learning areas.