

Maroon State School

ANNUAL REPORT 2016

Queensland State School Reporting

Contact Information

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School Overview

Established in 1891, Maroon State School offers high quality educational programs for a multi-age class of Prep to Year 6. Its motto 'Success Through Effort' is embedded within a curriculum which engages and equips students to be highly motivated and responsible life-long learners. The Australian Curriculum is implemented with rigor and our school based curriculum and assessment aligns with the Achievement Standards for each learning area. Curriculum planning strategically focuses on personalised learning which best provides for the individual needs of students. Maroon State School's expert teaching team provides an environment that is challenging, structured and supportive. Students are afforded excellent opportunities to investigate and consolidate understandings and work to their potential. Our school is exceptionally well resourced in ICT and its curriculum reflects a strong emphasis on the integration of new technologies facilitated by individual student wireless laptops, electronic whiteboards, use of Virtual Classrooms, online learning and digital student resources. Maroon State School is renowned for its strength of community and rural identity. We embrace partnerships with neighbouring schools to enhance and extend our holistic curriculum.

Principal's Forward

Introduction

Maroon State School provides a unique learning environment in which our students actively engage in personalised learning programs that target successful and challenging learning opportunities. We believe that preparing our students for lifelong learning involves all stake holders. The celebration of student success with our community is vital to maintaining our high academic and behavioural standards at Maroon State School. Our students are active community participants who are engaged and inspired to learn through a range of learning opportunities. Maroon State School provides a safe, tolerant and disciplined environment where students are encouraged to be reflective citizens with a disposition for self-improvement.

The staff, students, parents and community at Maroon State School are devoted to encouraging each student to achieve their full potential in every aspect of school/home life. We promote complex thinking, creativity, active investigation and effective communication. Our students are happy, engaged and active learners. Our aim is to provide our students with the skills, attitudes, confidence, independence and academic achievement that provide the best foundation for life long success.

School Progress towards its goals in 2016

AREA	KEY PRIORITY	ENGAGING	IMPLEMENTING	EMBEDDING
LEARNING	Reading skills: 1. Data used to inform teaching and learning	✓		
	2. Daily guided reading sessions		✓	
	Writing: 3. Modelled writing is incorporated into writing sessions.		✓	
HEALTH AND WELLBEING	4. Responsible behaviour plan is embedded across the school and communicated to the community.		✓	
	5. Partnerships with Boonah High were enhanced to provide leadership opportunities and assist in the transition to high school.			✓
	6. Social skills are enhanced through the interaction with same age peers at a local partner school – Mt Alford.		✓	
WORKFORCE	Improve our teachers' pedagogy and targeted explicit teaching of writing and reading.	✓		

Future Outlook

AREA	KEY PRIORITY	ENGAGING	IMPLEMENTING	EMBEDDING
LEARNING	Develop a reading Framework and unpack with staff	✓		
SCHOOL	Develop a Whole School Health and Wellbeing Framework	✓		
WORKFORCE	<ul style="list-style-type: none"> Implement Performance Plans with all staff Essential Skills for Classroom Management and Age Appropriate Pedagogy Develop a coaching feedback model to support the Guided Reading process 	✓ ✓ ✓		

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	11	4	7		100%
2015*	8	1	7		100%
2016	7		7		75%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Our school attracts families looking for a safe and supportive learning environment. Families are impressed by the inclusive and engaging approach to teaching and learning offered by our P-6 multi-age classroom. Our school population is made up of local families as well as those travelling from neighbouring communities looking for the unique learning environment that Maroon State School can offer. Our school community includes a diverse range of occupations encompassing managers and self-employed rural workers to those employed by local businesses. We offer an early learning program for local families to come and share in the joy of learning every Thursday afternoon. This program is extremely successful in encouraging and developing oral language and early literacy skills within our local community.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 6	11	8	6
Year 7 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

The Australian Curriculum provides the structure, assessment and standards upon which our P-6 curriculum is framed. We understand the importance of providing quality control within our P-6 multi-age classroom setting. We ensure our students have access to high quality curriculum and assessment tasks aligned with the Australian Curriculum and developed for their year level. We understand that we need to report on a true rating of every student's academic ability moderated across our small school cluster.

We

- Believe engagement is the key to success
- Embrace inquiry-based learning opportunities
- Incorporate real life learning opportunities
- Adopt a project approach to teaching and learning allowing students to take agency of their own learning potential
- Provide high quality explicit instruction
- Encourage independence
- Balance direct teaching and instruction to cater for diverse learning styles
- Provide engaging curriculum content delivery
- Establish partnerships with local schools such as MOEC and Mt Alford SS
- Bring learning to life

Our distinctive curriculum offerings

- * We provide personalised learning plans for every student.
- * Whole school reading program
- * Daily Smart Moves fitness activities
- * Leadership programme for Year 5 and 6 students.
- * Fassifern Cluster initiatives such as Small Schools Sports, Days of Excellence, Year 6 camp
- * Leadership days, NRL Gala Day and Under 8's day.
- * Swimming programme offered to all students (Prep- Year 6)
- * Chaplaincy services weekly to support students, staff and community
- * Combined Small Schools Camp programme offered to students in Years 3, 4, 5 and 6 each year.
- * Specialist Lessons include:- History, Music, Physical Education, German LOTE. Our Year 3, 4, 5 and 6 students all participate in a specialist German language programme for one and a half hours a week. Students in P-2 engage in a cultural programme designed to introduce the German language through songs, rhymes, numbers and colours.

Co-curricular Activities

Our students attend Mt Alford State School once per week to provide the opportunity to extend social skills and broaden our students' peer group. They engage in music, physical education and German lessons with same age peers.

The school participates in a range of cluster and school based initiatives, these include:-

- * Participation in the Beaudesert Australian Spirit Competition,
- * Create our local Boonah Show display that showcases Maroon State School ,
- * Students enter fine art and photography competitions at the Boonah Show,
- * End of term celebration days,
- * Cooking,
- * Curriculum related excursions,
- * Easter parade
- * Book week Celebrations and activities
- * Transition days to the local high school,

- * Year 6 Leadership day,
- * ANZAC and Remembrance Day Commemoration Services,
- * NRL and Cricket Gala Days,
- * Religious Instruction is offered on a weekly basis- this is a non-denominational programme.

How Information and Communication Technologies are used to Assist Learning

Technology is an integral part of curriculum delivery at Maroon State School with students accessing laptops to extend and enhance the learning opportunities. The school communicates daily with staff, students and parents through multiple platforms including our school's website, SMS, virtual classroom and web based learning programs. Students can access the curriculum anytime, anywhere through the Maroon State School and IMPACT virtual classrooms. We provide access to Mathematics and Reading Eggs as well as Sound Waves for use at both home and school. Students engage in the digital technologies curriculum and utilise the Scratch program online.

Social Climate

Overview

We have a very strong small school culture which embraces community involvement. The school has a strong historical link to the extended community who are very supportive of school events and fund raising. Our community values this historical link and works with the broader community to commemorate ANZAC Day and celebrate our school milestones such as the 125th. Our major fundraising event is the annual Cricket Day. This is organised in conjunction with the local Maroon Cricket Association.

Maroon State School enjoys a supportive, family orientated atmosphere. Parents communicate with staff on a daily basis and embrace the opportunities to pick up and drop off students at our partnership local schools. We have a 0 tolerance to bullying. Students are coached to use the Hi-5 strategy in the playground. This strategy has been communicated and discussed with parents. Our School Wide Behaviour Plan was developed through consultation with the school community. It addresses school rules, expectations and management of inappropriate behaviour. Positive behaviour and achievement are acknowledged and rewarded. Key behaviours are explicitly taught and regularly practised.

Parent, Student and Staff Satisfaction

Maroon State School parents, students and staff agree that Maroon State School offers students a curriculum which engages, enables and empowers them to think, create, communicate, participate, reflect and understand the world in which they live. Maroon endeavours to provide every student with the experiences to learn in an environment that is challenging, structured and supportive. We encourage students to achieve their best possible learning outcomes, to become independent and lifelong learners, to be responsible for their own behaviour, active citizens, and to work collaboratively with others to achieve their goals. This is very much supported by our parents and community body.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	DW	DW
this is a good school (S2035)	DW	DW	DW
their child likes being at this school* (S2001)	DW	DW	DW
their child feels safe at this school* (S2002)	DW	DW	DW
their child's learning needs are being met at this school* (S2003)	DW	DW	DW
their child is making good progress at this school* (S2004)	DW	DW	DW
teachers at this school expect their child to do his or her best* (S2005)	DW	DW	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW	DW
teachers at this school motivate their child to learn* (S2007)	DW	DW	DW
teachers at this school treat students fairly* (S2008)	DW	DW	DW
they can talk to their child's teachers about their concerns* (S2009)	DW	DW	DW
this school works with them to support their child's learning* (S2010)	DW	DW	DW
this school takes parents' opinions seriously* (S2011)	DW	DW	DW
student behaviour is well managed at this school* (S2012)	DW	DW	DW
this school looks for ways to improve* (S2013)	DW	DW	DW
this school is well maintained* (S2014)	DW	DW	DW

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	DW
they like being at their school* (S2036)	100%	100%	DW
they feel safe at their school* (S2037)	100%	75%	DW
their teachers motivate them to learn* (S2038)	100%	100%	DW
their teachers expect them to do their best* (S2039)	100%	100%	DW
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	DW
teachers treat students fairly at their school* (S2041)	100%	100%	DW
they can talk to their teachers about their concerns* (S2042)	100%	100%	DW
their school takes students' opinions seriously* (S2043)	100%	100%	DW
student behaviour is well managed at their school* (S2044)	100%	88%	DW
their school looks for ways to improve* (S2045)	100%	100%	DW
their school is well maintained* (S2046)	100%	100%	DW
their school gives them opportunities to do interesting things* (S2047)	100%	100%	DW

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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%	DW	DW
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

At Maroon State School there is an emphasis on developing a strong educational partnership with our parents and community. Maroon State School welcomes parents and caregivers to participate in their child's education and provides communication of school events via the school newsletter and website. We give parents every opportunity to be involved with their child's education.

Appointments to talk to individual staff members are also welcome. Parents routinely help with our programs and attend classroom celebration days and excursions.

Our school has an active P&C group who tirelessly work to improve the learning opportunities for the children who attend the school. Meetings are advertised in our school newsletter and are held monthly in our school library.

Maroon State School encourages parents to be involved in their child's learning programme.

Teachers communicate with parents through parent teacher meetings and include discussions with parents on how they can assist with supporting their student learning at home.

Respectful relationships programs

The school community highly values inclusive practices which encourage appropriate and respectful relationships. This is modelled and promoted through play based learning opportunities and explicit instruction. There is a 0 tolerance to bullying and this is stringently reinforced across the school. Positive communication is reinforced and acknowledged. Our multi-age setting is based on inclusive practices and promotes consideration and understanding of others.

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.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Maroon State School has implemented a School Environmental Management Plan. As part of that plan the whole school community has become involved in our efforts to reduce general waste, electricity consumption and water use. Double sided use of paper is encouraged. A worm farm and compost bin help to reduce the amount of waste going into landfill as does our use of a council recycling bin. Lights and computers are switched off at the wall whenever they are not in use. The school also has a number of solar panels in place.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	12,910	3
2014-2015	9,174	
2015-2016	8,341	

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time Equivalent	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	1
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 2016 were \$5048.

The major professional development initiatives are as follows:

NAPLAN preparation for teachers

Financial Training for Principals

Learning Conference

Literacy

The proportion of the teaching staff involved in professional development activities during 2016 was 50%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	100%	97%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	97%	95%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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 2016 for all Queensland Primary schools was 93%.

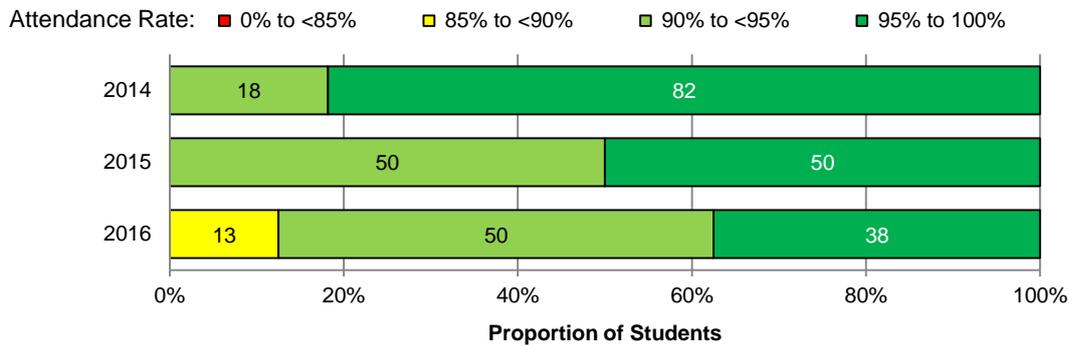
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		98%	95%	97%	98%		DW	97%					
2015	DW		DW	97%	94%	94%							
2016	DW		DW	DW	97%	DW	89%						

*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 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.

Maroon State School believes that student success can only be achieved by adopting a policy of every student in every class every day. Rolls are marked at the beginning of the day and again at the beginning of the last session. Parents are encouraged to phone the school to advise administration of any absence or provide a verbal or written note upon the return of the student. Unexplained absences are followed up with a phone call seeking information regarding the absence on the morning of the day of absence.

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.

Conclusion

