



# 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

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## School Overview

Nestled at the base of the majestic Mount Maroon sits the hub of a vibrant and active community, rich in history and pride – Maroon State School. This small school inspires and nurtures all of our learners to be proud, successful and productive citizens of the future.

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. Curriculum planning strategically focuses on literacy and numeracy with learning experiences that best provide for the individual needs of students. Within an environment that is challenging, structured and supportive, students are afforded excellent opportunities to investigate and consolidate understandings and work to their potential. Maroon State 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 and two electronic whiteboards. Assessment and reporting are mapped across all Key Learning Areas of the curriculum. Parents surveyed were very satisfied with the school and its educational programs. Maroon State School is renowned for its strength of community and rural identity.

Maroon State School believes that a strong sense of belonging is the foundation to a true sense of self. Our students enjoy a deep connection to their community and demonstrate pride in their school. We recognise the importance of family and promote school partnerships with our broader community. We work together to build confidence, independence, leadership and resourcefulness in all our students. We believe that our multi-age approach to learning best prepares our students for the challenging world of tomorrow.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

AREA	KEY PRIORITY	ENGAGING	IMPLEMENTING	EMBEDDING
LEARNING	<b>Reading skills:</b> 1. Data used to inform teaching and learning			✓
	2. Use of our reading framework to inform daily guided reading sessions		✓	

	3. School based Professional development implemented based on Tactical Teaching of Reading. Eagle and Wolf strategy.		✓	
	4. Use of Cars and Stars online along with Probe and PM Benchmark to monitor student progress through 5 weekly data and monitoring cycles		✓	
	5. Collaborative Coaching. Attended PD Coaching and Conversations for Pedagogical Change. Employed an expert to model a Literacy block incorporating AAP practices. Staff set focus goals and provided feedback in weekly follow up sessions. Saw major improvements in student engagement, reading strategies and progress			✓
	6. Promote experiential and inquiry based learning opportunities in all KLA			✓
<b>WELL BEING</b>	7. Social skills are enhanced through the interaction with same age peers at a local partner school – Mt Alford. 8. School camps 9. Use MOEC model to explicitly teach three keys to positive health and wellbeing – Team work, Resilience and Leadership		✓	
<b>WORK FORCE</b>	Improve our teachers' pedagogy and targeted explicit teaching of reading.		✓	

## Future Outlook 2018

### Reading

#### Focus on the Early Years

- OLLEY oral language program with P-1
- Intensive TA phonological and phonemic awareness utilising Jolly Phonics, Sound Waves and PAL programs
- Embed a shared understanding and pedagogical practice of the Maroon State School Reading Framework including our Eagle and Wolf placemat for the Early Years
- Use modelled reading to embed student use of strategies to develop fluency and comprehension

#### Comprehension Strategies

- Explicitly teach Sheena Cameron's strategies supported by the Tactical Teaching of Reading program to gain a deeper understanding and connection to the text Before, During and After Reading
- Explicitly teach QAR strategies in small groups using graphic organisers
- Use complex text analysis to further students effective questioning, critical thinking and independent learning
- Utilise reading comprehension quiz or benchmark testing every 5 weeks to provide a short-term data cycle leading to improved teaching and learning outcomes, goal setting and delivery of personalised learning.
- Review and revise NAPLAN pre-test data to target student learning needs and focus explicit teaching and learning

- Use our reading framework placemat as a focus for coaching and professional exchange with staff to enhance the teaching of reading from P-5
- IMPACT – SCORE

### **Writing**

- Develop a school based sequence of learning to develop writing skills across the school modelled on Anita Archer research
- Attend Professional Development on writing to provide coaching and feedback to all staff
- Develop a writing continuum for students to plot their writing and develop personal writing goals  
Using the literacy continuum supported by student writing samples from ACARA
- Develop a whole school editing placemat
- Promote writing every day by providing adequate stimulus and an opportunity for sharing their achievement and their enjoyment of writing
- Weekly Vocabulary focus – Words are discussed and displayed from KLA's or from reading. Word walls are displayed
- classroom literature and their use is encouraged and rewarded in the students writing
- Punctuation and proof reading are explicitly taught and students conference with the teacher who provides feedback on how effectively they have applied these skills
- Reinforcement of spelling skills occurs during the writing process and feedback is provided following the editing phase

### **Wellbeing – PBL – Growth Mindset – Age Appropriate Pedagogy**

- Communicate and promote regular attendance with the broader community
- Continue to provide a highly engaging classroom and pedagogy that is both personalised and individualised for every child
- Embed the Wellbeing placemat through coaching and feedback sessions

# 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
<b>Student enrolments for this school:</b>	<b>8</b>

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	8	1	7		100%
<b>2016</b>	7		7		75%
<b>2017</b>	9		9		100%

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

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 including 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	2015	2016	2017
Prep – Year 3	4	4	5
Year 4 – Year 6	4	3	4
Year 7 – Year 10			
Year 11 – Year 12			

## 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 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 Age Appropriate Pedagogies from P-6
- Provide high quality explicit instruction
- Encourage independence
- Provide engaging curriculum content delivery
- Establish partnerships with local schools such as MOEC and Warrill View
- Bring learning to life through real life learning opportunities

#### **Our distinctive curriculum offerings**

- \* We provide personalised individual curriculum programs for every student.
- \* Whole school reading programme offered daily that differentiates students into small groups with the guidance and support of teaching staff.
- \* Promote sport and teamwork
- \* Leadership programme for Year 5 and 6 students.
- \* Fassifern Cluster initiatives such as Small Schools Sports, Days of Excellence, Year 6 camp
- \* Small school camp annually
- \* 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 4, 5 and 6 each year.
- \* Specialist Lessons include:- All of our students participate in a specialist German language programme for thirty minutes to one hour a week. Students in P-2 engage in a cultural programme designed to introduce the German language through songs, rhymes, numbers and colours.
- \* Elective extensions to our program include photography, gardening, dance, music, movie making, drone technology and art.

#### **Co-curricular Activities**

We attend Maroon Outdoor Education Centre regularly to enhance the delivery of our curriculum, health and well-being, arts and physical activity learning opportunities. General literacy capabilities are embedded into all aspects of our teaching and learning.

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 to promote the benefits of multi-age education
- \* 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 have invested in a drone to extend our data coding ability in a purposeful and real life context. We provide access to Athletics 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 support 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 125<sup>th</sup>. Our major fundraising event is the annual Single Wicket 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 supported to use the Hi-5 strategy in the playground. 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 has 100% satisfaction with parent, student and staff results indicated through the opinion surveys. The parents, students and staff agree that Maroon State School offers our students an engaging curriculum that 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 opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree <sup>#</sup> that: their child is getting a good education at school (S2016)	DW	DW	100%
this is a good school (S2035)	DW	DW	100%
their child likes being at this school* (S2001)	DW	DW	100%
their child feels safe at this school* (S2002)	DW	DW	100%

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

### 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)	75%	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)	88%	DW	100%
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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
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

Our school attracts families looking for a safe and supportive learning environment that provides personalised learning opportunities. 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 including professionals 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 Wednesday morning. This program is extremely successful in encouraging positive community relationships and developing oral language and early literacy skills for our future students.

We are heavily involved with our broader community, which adds further layers to our engaging and purposeful learning opportunities. Our Single Wicket Cricket day has a long history and is well supported throughout our community and the district. Our school concerts in the local hall and school events always attract many member of the local community to come and share in the success of our school.

### Respectful relationships programs

Maroon State School embeds inclusive practices into every aspect of our program through the encouragement of appropriate and respectful relationships. This is modelled and promoted through play based learning opportunities and explicit instruction. There is a zero tolerance to bullying and this is stringently reinforced across the school. Positive communication is encouraged and acknowledged. Our multi-age setting promotes consideration and understanding of others.

Maroon State School has implemented a Health and Wellbeing Framework, which incorporates gender equality while developing students' knowledge and skills to be able to connect with themselves, communicate effectively as a member of a broader community and support each other to resolve conflict without violence. We incorporate positive skills and strategies that help children to work as members of a team, to build their resilience and leadership qualities. Our students are encouraged to recognise, react and report when they, or others, are unsafe.

Our chaplain works with our students to build on their communication and social skills while providing a supportive space for them to express their feelings and emotions.

We use resources from the *Respectful relationships education program to enhance our Whole School Wellbeing focus*. This is a primary prevention program which aims to influence behaviour with a view to prevent undesirable social consequences such as domestic and family violence. Primary prevention strategies for domestic and family violence seeks to remove the causes of violence, prevent risk factors associated with the violence and enhance protective factors against the violence. By implementing the *Respectful relationships education program*, we give students opportunities for social and emotional learning (in self-awareness, self-management, social awareness, relationships,

ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making). A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour.
- less disruptive classroom behaviour, aggression, bullying and delinquent acts.
- reduced emotional distress such as depression, stress or social withdrawal.
- better academic outcomes.

The *Respectful relationships education program* also equips students with the skills they need to develop respectful and ethical relationships free of violence.

The school has developed and implemented a Health and Wellbeing Framework that focuses on appropriate, respectful, equitable and healthy 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.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
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

## 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 vegetable garden help to reduce the amount of waste going into landfill. 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
2014-2015	9,174	
2015-2016	8,341	
2016-2017	10,710	

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	4	5	0
Full-time Equivalents	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	
Graduate Diploma etc.**	
Bachelor degree	1
Diploma	1
Certificate	2

\*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 \$7 313.77

The major professional development initiatives are as follows:

Leadership, Principal Induction, Reading, Coaching and Feedback, Positive Behaviour for Learning

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.	97%	99%	98%

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

From the end of the previous school year, 93% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	93%	91%
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 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	DW		DW	97%	94%	94%							
2016	DW		DW	DW	97%	DW	89%						
2017	92%	DW		DW	85%	DW	DW						

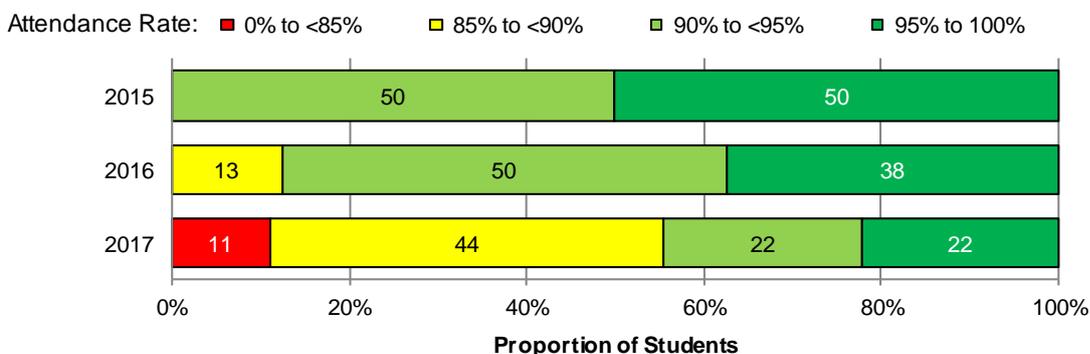
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

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.

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.

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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