Marsden State School engages with a dynamic and evolving curriculum to nurture and extend its students’ academic, social, health and physical development. Our school values and encourages learning about the significant diversity within our community. Parents, friends and the wider community are invited to be partners in the provision of a rich and inclusive school life. We are a hub of community and cultural events as well as providing opportunities to students through school performances, observances, competitions, demonstrations, excursions, expos and community partnerships. We provide a safe, supportive and disciplined environment for staff, students and their families. Utilising the School Wide Positive Behaviour Support program, we will achieve SWPBS Tier 3 status which ensures whole school, targeted and individualised programs are enacted. Marsden State School’s positive school culture is built on honest, timely and professional communication. Staff are dependable, trustworthy and supportive of each other. We promote genuine, confidential and positive interactions with students, their families and the wider community. Staff are approachable, solution focused, and seek as well as offer support to each other, students and their families.

We ensure staff at various junctures in their careers are supported with induction, mentoring, team collaboration, professional development and professional supervision aligned with their Developing Performance Plans and our school priorities. Positive school culture is enhanced through the recognition and celebration of staff achievements. Marsden State School is innovative in regards to enterprise education, ways of teaching and learning, and in finding ways to help children reach their potential. Teachers utilise a variety of reliable and valid data to inform their practice and to maximise student engagement and achievement. This is validated through research findings and school based action research learning. Well documented school procedures and programs ensure that a common language is embedded and a clear set of high expectations is defined.

Staff understand and value students’ perceptions of the world and how these impact and influence the learning
We encourage ideas and feedback from staff, students and their families using a variety of tools and strategies. Strategic planning teams (e.g. Curriculum, Campus Management) and parent groups (e.g. P and C, CPR, Indigenous) in our community provide input to school decision making, including setting priorities. Our staff are committed to providing feedback to our students and parents through three-way conferences, portfolios and our formal reporting processes. Teachers also provide timely and explicit written and verbal feedback to support student learning. Compared to State or National results our students experience greater average academic growth.

### School progress towards its goals in 2014

- **School: Implement the Australian Curriculum**
- **School: Implement whole school pedagogical practices**
- **School: Using data to inform teaching practice**
- **School: Develop instructional leadership with a focus on workforce performance**
- **School: Develop productive partnerships with students, staff, parents, and the community**
- **School: Improve school performance**
- **School: Plan to transition Year 7 to high school**

### End of Year Report 2014

2014 Whole School displayed documentation.
Marsden State School began trialling the CAFÉ reading program with Year 4 students and teacher during Term 4 2014. Significant reading improvement was made by students through this initiative. This program ensures that each student actively participates in a structured guided reading session for 20 minutes, four times per week in ability groupings with an adult.

C.A.F.E. stands for: Comprehension, Accuracy, Fluency and Expanding Vocabulary.

The aim of the program is to develop the necessary skills across the four reading areas for students to become successful and independent readers. The school has placed significant financial support behind employing 2 teachers and 1 trainee, 4 days per week. It is hoped that this commitment will improve student reading achievement levels.

The Visualising and Verbalising program was trialled at Marsden State School for Years Three to Seven during 2014. The school Speech Language Pathologist conducted the program and modelled sessions with class.
teachers whilst the Literacy and Numeracy Coach provided modelling and intervention for Years Six
and Seven. With its use, class teachers noted improvements in student’s reading comprehension and
the ability to write more complex sentences. Posters for the program were provided to each
classroom and students used these to improve their skills in visual imagery.

The program will continue to be used throughout 2015 in Years Three to Six and SEP. All Marsden SS
staff will attend professional development session at a Pupil Free Conference in January 2015. There
has also been high interest from SEP teachers to also utilise this program.

One of the major programs introduced to staff was the ‘Seven Steps to writing success’ program. The
introduction to this program for staff was conducted through a rollout of modelling of each step within
each classroom environment over a term. Each teacher was expected to participate in the lesson.

The development of this resource was extremely thorough. Resources were prepared for imaginative
and persuasive writing purposes. These resources include: Posters, Step Magnets, lesson plans,
resources and our curriculum team.

Feedback from students who undertook this process in 2014 –

*The seven steps has helped me to be a persuasive writer.*

*The steps reminds me to plan before writing and always have my ideas ready.*

*Planning has helped me organise my ideas in separate paragraphs so I don’t have ideas mixed up in
different paragraphs.*

*Using dynamic dialogue helps me put more emotion in.*

*With tightening the tension, it’s really helped me to use my six senses.*

*I’m really getting to visualise the point I’m making.*

*Sizzling starts gets my story going when I am stuck.*
NAPLAN Review

Effect size demonstrates that Marsden state school growth increased beyond that of Qld state schools in all areas except Grammar and Punctuation for Year 3-5 and the 5-7 data shows significant student improvement compared to that of the state in ALL areas.

Our Year Seven students, as a cohort, improved in Reading and Numeracy in comparison to previous cohorts.

Our Year Five students, as a cohort, did not improve on previous results.

Our Year Three students, as a cohort, also did not improve on the previous years results.

This data and all resources were shared and analysed with staff to ensure a plan of action.

Year levels also developed a plan to teach weak concepts early in the following year.
Maths Data Debriefs were developed after each PAT testing cycle to focus on areas to improve. This was a mini action research process within each classroom according to the needs of individuals within that group.

Implementation of 5 weekly data cycles began using agreed template for data collation.

End of year data was examined against preidentified targets for student groups.
PAT effect size continues to be tracked (since 2012)

Data collection tools include PAT-M, at the end of Term 1 and Term 3. Teams from Year 3 – 7 participated in an intensive data analysis session with the Numeracy Coach to interpret their year level and class data and work on a strategy for how to improve cohort understanding. Intervention teachers worked with teachers to support the explicit teaching of weaknesses through the YuMi Deadly RAMR approach. Initial results from Term 2 data showed significant improvement with understandings in identified areas.

Academic growth parade in Term 3 for those students achieving greater than 1.0 effect size for PAT reading comprehension and PAT mathematics is an annual recognition program. Often these students are not those achieving Academic Awards for high grades but showing individual improvement.

A problem solving resource was developed to assist those year levels using thinkboards. This was trialled in 2 x Year 6 classes. This was created to link with the great number of students who have participated in the Project 600 online program.

Year 2 has continued to lead planning around RAMR framework for mathematics.
Literacy improvement strategies:

- All students in Year 4 tested using the SAGES tests to identify students exhibiting gifted and talented indicators. Students identified through 2014 assessment.

- Continued formal and informal conversations around the need to maintain high expectations of our students through targets, goals, sharing of successes. This occurs throughout the year in different formats, e.g. team meetings, CP sessions, action research, reflections and planning, staff meetings as well in 2014 we have begun 5 weekly cycles of data conversations with Each teacher looking at individual student Goals and strategies and how well they are tracking in achieving them.

- Purchased 2 teachers to focus on intervention and coaching support in all year levels, in term 1 and term 4 with teacher aides also allocated to provide additional assistance over the year. Focused on in-class support and modelling of effective practices.

- Year 1 students use Literacy Planet to support the teaching of literacy.

- Data collection tools include PAT-R, at the end of Term 1 and Term 3. Teams from Year 3 – 7 participated in an intensive data analysis session with the Literacy Coach to interpret their year level and class data and work on a strategy for how to improve cohort understanding. Analysis also includes looking at effect size from test to test.

Numeracy improvement strategies

- All current teachers have completed First Steps Maths Number training.

- Mathletics is continuing to be used as a tool for Year 2 – Year 7, including SEP students.

- YuMi Deadly School of Excellence. RAMR is a focus in all classrooms supported by Coach feedback. 100% of classrooms display the RAMR framework. All teachers take part in coaching process for RAMR.

- Focused area for improvement: To increase teacher confidence in providing student feedback, building on the child’s current reality (including prior knowledge) and using whole body, brain and images to learn and retain concepts.

- Realistic end-of-Term targets are set by teachers for students, and discussed with students and parents. Targets are displayed in each classroom. This process has been very successful.
One Action Research project has been dedicated to Numeracy. All year levels are to participate in and analysis practices based on the needs of their cohort.

**Student attendance and wellbeing strategies:**

- **SWPBS:** SWPBS is now embedded across the school. Since September 2012, we have become Tier 2. As of the end of Semester 2 2012 the daily incident referral data shows that the number of referrals has continued to reduce.
- **Supportive School Environment:** The Behaviour Management in a Supportive School Environment is reviewed and updated annually.
- **Whole-School Social Emotional Learning:** The school continues to deliver a whole-school approach towards Social Emotional Learning by providing annual training in core programs for new staff annually (Skills for Growing and Adolescence).
- **Engagement (School Priority – 2014):** Attendance Policy has now been implemented: We will continue to track attendance using ID Attend with a designated admin officer allocated to this role. Attendance for Indigenous has improved for all those who were attending more than 75% of the time. Through participation in the Artie program. Indigenous students with very poor attendance have not improved at this stage and we will be reviewing programs to make a more individualised approach for these students.
- **Beat the Bell** – Attendance focus: Program to motivate students to arrive at school on time. The class achieving the highest attendance percentage for the week receives access to the year level set of iPads to utilise within the classroom learning environment. 2014 saw a 1% improvement in overall attendance.
- **School Chaplaincy Programme:** Continue to support this program with a School Chaplain two days each week.
- **Good Start Program:** Students are currently working with personnel from Queensland Health on the development of resources for schools that encourage healthy eating for the 7 target groups.
- **The Artie Program:** The 2013 Artie Program for Years 3-7. Achieving results through indigenous education. In 2014 nearly 50 tutors worked in Semester 2 providing additional support to classes as part of their teacher training program.
- **YMCA Breakfast Club:** Breakfast Cub operates outside of the Dean Hall every morning at 8.00am. This program continues to be run by volunteers.
- **OSHC:** The school operates an outside school hour’s care program every school day morning, afternoon and during the holidays. The program operated out of the Howard Centre in 2014 moving to one of the SEP building near Kim Street for 2015.
- **Homework Centre:** The Homework Centre operates four days each week with 3 staff in attendance for approx. 30 students.
- **Extra-Curricular Activities:** A range of approximately 12 extra-curricular activities run throughout the week, e.g. Homework Club, Photography club, Chess club, Glee Club, Maori Club, Games rooms.

**Future outlook**
2015 Priorities

D: Developing Teacher Performance
   Productive Pedagogies, Consistency of Practice

R: Responsibility – Gradual Release
   Cooperative Learning, Negotiated Curriculum, Targets and SMART Goals (Visible Learning)

E: Engaging Lessons
   WALT/WILF/TIB, Explicit Teaching, Differentiation, Feedback, ICTs
   Focus – Literacy/Numeracy

A: Attendance
   Beat the Bell, Every Day Counts

M: Managing Partnerships
   Staff, Team, Student, Parents, Community
Our school at a glance

School Profile

Coeducational or single sex:

Year levels offered in 2014:

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>989</td>
<td>475</td>
<td>514</td>
<td>91%</td>
</tr>
<tr>
<td>2013</td>
<td>1025</td>
<td>488</td>
<td>537</td>
<td>90%</td>
</tr>
<tr>
<td>2014</td>
<td>1018</td>
<td>487</td>
<td>531</td>
<td>90%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Demography

Marsden is situated in Logan City, 30 kilometres from the Brisbane CBD. Marsden State School is a Band 10 Primary School in the Logan area.

The school serves a community situated in Logan City. Its population is predominately made up of families with young children. Residential accommodation comprises a mixture of private and public housing and the community is generally engaged in raising their families and in the small business and general employment sectors.

The following excerpt is from the 2011 Australian Census with data about the Marsden community:

Birthplace

67% of the local Marsden population were Australian-born (This is similar to QLD overall). This includes 4.3% who are of Indigenous Origin. Of those born overseas the five main countries of birth in the 2006 Census were:

1. New Zealand: 11% up from 7.4% in 2006
2. United Kingdom: 3.2% down from 3.5% in 2006
3. Philippines: 1% up from 0.9% in 2006
4. Cambodia: 0.8% down from 1.1% in 2006
5. Born Elsewhere 6.4%(my assumption would be many from South Pacific islands)

Changes from 2006 include a continuing decrease in the percentage of Australian born citizens and those born in the United Kingdom. Increases occurred in the other 4 top 5 countries of birth as well as an increase in the percentage of those of Indigenous (Aboriginal or Torres Strait) origin.

Language

English is the only language spoken at home by 78.3% (down from 79.9% in 2006) of the population. This is a decrease of 7.2% since the 2001 census.

19% of our students have another language other than English that is the dominant language spoken at home.
The six most common languages other than English spoken at home for our current students are:
1. Samoan     6.6%
2. Hmong       3.4%
3. Khmer         2.8%
4. Tongan       1.2%
5. Vietnames 0.7%
6. Other 18 languages not identified individually 4.3%

Families
The median weekly family income in Marsden was $1230 compared to the QLD median of $1453.
This is 85% of the Qld median family income down from 87% in 2006.

**Student background 2014**

**Index of Community Socio-Educational Advantage (ICSEA)**

<table>
<thead>
<tr>
<th></th>
<th>School ICSEA value</th>
<th>Average ICSEA value</th>
<th>Data source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>898</td>
<td>1000</td>
<td>Parent information</td>
</tr>
</tbody>
</table>

**Distribution of students**

<table>
<thead>
<tr>
<th></th>
<th>Bottom quarter</th>
<th>Middle quarters</th>
<th>Top quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Distribution</td>
<td>64%</td>
<td>25%</td>
<td>9%</td>
</tr>
<tr>
<td>Australian Distribution</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Percentages are rounded and may not add to 100

Cultural changes in school clientele include:
ICSEA value has dropped from 906 in 2013 to 898 in 2014
Indigenous students comprise 11% of the student population
32% of students have a language background other than English
10% of student were either verified or awaiting verification of having a disability.

**Average class sizes**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>21.3</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>24.4</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>174</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>7</td>
</tr>
</tbody>
</table>
Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

<table>
<thead>
<tr>
<th>Cancellations of Enrolment</th>
<th>0</th>
<th>1</th>
<th>1</th>
</tr>
</thead>
</table>

* Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings are organised within the structure of:

- The Literacy Block (Reading Hour and Writing Hour)
- The Numeracy Hour using ‘Mathletics’ and First Steps Maths – Number and as a ‘Deadly School of Excellence’ – the RAMR framework – Reality/Abstraction/Mathematics/Reflection.
- Integrated Curriculum Units (incorporating KLA’s) – much of this based around EQ’s C2C units of work adapted for our students and context.
- Life skills - Lion’s - Skills for Growing/Adolescence and ‘You Can Do It’
- Specialist lessons for many KLA’s e.g. Music, HPE, Dance and Drama, Chinese.
- 1 to 1 learning classes were offered in years 4, 5, 6 and year 7 for the first time in 2010. Currently this stands at 6 classes. (Approximately 40% of students in these year levels).

Students at risk and/or with disabilities were supported through a range of alternative education programs including: Café program, woodwork program, Environmental education program, recreation programs.

Extra curricula activities

- Lunchtime play clubs
- Dance groups
- Student Council, Playground buddies, Peer mediators
- Homework Club after school 4 days per week, including 1 afternoon of cultural activities
- Active After School Sporting Program
- ‘Goodstart’ Program supporting healthy lifestyles for students of Polynesian heritage before school.
- Stephanie Alexander Kitchen Garden
- Friendship/ Anger Management groups
- Semester 1 Interschool Sport and Associated training sessions
- Glee Club
- Art activities and competitions.

How Information and Communication Technologies are used to assist learning

Integration of Information and Communication Technology in the form of computers, interactive whiteboards (SMART Boards) or Interactive Screens, scanners, and digital cameras feature regularly in students’ learning and assessment tasks. Every class has access to an interactive whiteboard or screen and computers which are networked with access to the internet.

In years 4 -7 a 1 to 1 laptop program existed for a total of 148 students in 6 classes. The use of recording equipment to augment the schools ICT program has been an ongoing element. This is supported in our Hall through an Audio/Visual Green Room. Wireless infrastructure was substantially
enhanced in 2014 allowing wireless access to every classroom. Over 200 ipads/ipods were added to the schools equipment to enhance learning.

Social Climate

Social climate: Marsden State School has a keen interest in developing the social and emotional well-being of its students and a history of proactive programming to achieve this. The school’s systemic and long-term implementation of “Lions Quest Skills for Growing and Skills for Adolescence”; “Working It Out” and “You Can Do It,” programmes featured again this year.

All staff record behaviours both positive and negative on ‘One School’ (School management software). Positive recordings outnumber negative behaviour referrals by a large margin.

The school Chaplain works 5 days per fortnight and supports the Administrative leadership team to support families and students.

DISCIPLINE AUDIT EXECUTIVE SUMMARY- MARSDEN SS
Date of Audit: 29-30 JULY 2013

Commendations:
- The Principal, leadership team and staff members are united and passionately committed to the goal of all students achieving high standards in attendance, behaviour and achievement.
- The teacher professional learning community is characterised by a clear focus on student learning, shared norms and values, the effective sharing of practice and a willingness to engage in reflective dialogue.
- School behavioural expectations: Be Safe, Be Respectful, Be Responsible, Be a Learner, are visible throughout the school and are known by all staff members and students. These expectations form the basis for all preventive, supportive and corrective behavioural interventions.
- The Principal, school leaders and key staff have successfully conceptualised and implemented a series of innovative programs in response to the challenging behavioural needs of at risk students. Some examples include: the Achieving Results through Indigenous Education (ARTIE) Program, Launch into Life, Real Thing Café, The Radiance Project and the Homework and Breakfast Clubs.

Affirmations:
- The school is widely acknowledged across the community for its strong culture of respect, caring relationships and quality partnerships, which enable students to become successful learners.
- The Special Education Program (SEP) effectively meets the needs of students with a disability by adjusting curriculum, modifying pedagogy and manipulating classroom environments according to the specific needs of learners.
- There are many excellent examples of how data is used to enhance behavioural and attendance outcomes.
- Clarity about how students are expected to behave is enhanced by the explicit teaching of desired behaviour by all class teachers.

Recommendations:
- Continue to develop the capacity of all class teachers to use data and associated evidence to
differentiate the curriculum, pedagogy and classroom environment for students with complex behaviour and learning profiles.

- Continue the use of appreciative inquiry as the tool to inform future school innovation in the areas of teaching, learning and behaviour management.
- Continue to enhance parents’ skills by delivering high quality evidence based training and information on effective behaviour strategies.
- Build upon the high expectations of student behaviour across the school to incorporate a clear focus on improved student engagement and academic achievement.

### Parent, student and staff satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parent/caregivers who agree* that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>91.9</td>
<td>93.8</td>
<td>95.2</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>92.1</td>
<td>94.3</td>
<td>88.1</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>92.1</td>
<td>97.1</td>
<td>100</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>94.7</td>
<td>86.7</td>
<td>97.6</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>86.8</td>
<td>88.2</td>
<td>95.2</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>94.7</td>
<td>82.9</td>
<td>95.2</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>94.7</td>
<td>91.2</td>
<td>100</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>97.3</td>
<td>94.1</td>
<td>100</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>100</td>
<td>94.3</td>
<td>97.6</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>89.5</td>
<td>91.2</td>
<td>92.9</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>97.3</td>
<td>94.1</td>
<td>100</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>86.5</td>
<td>88.2</td>
<td>90.5</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>91.4</td>
<td>87.9</td>
<td>82.9</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>88.9</td>
<td>84.8</td>
<td>81.0</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>94.4</td>
<td>87.5</td>
<td>88.1</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>92.1</td>
<td>90.9</td>
<td>90.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who agree* that:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>94.5</td>
<td>91.2</td>
<td>89.1</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>95.6</td>
<td>93.0</td>
<td>90.2</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>86.8</td>
<td>89.4</td>
<td>93.8</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>95.6</td>
<td>93.2</td>
<td>93.8</td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>94.7</td>
<td>93.2</td>
<td>95.5</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>92.0</td>
<td>97.0</td>
<td>92.0</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>92.1</td>
<td>95.1</td>
<td>88.3</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>92.7</td>
<td>87.1</td>
<td>88.4</td>
</tr>
<tr>
<td>their school takes students’ opinions seriously* (S2043)</td>
<td>88.4</td>
<td>87.3</td>
<td>84.5</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>85.1</td>
<td>78.2</td>
<td>83.8</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>95.6</td>
<td>95.1</td>
<td>92.0</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>93.8</td>
<td>92.9</td>
<td>88.9</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>91.9</td>
<td>92.2</td>
<td>97.2</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>97.0</td>
<td>96.5</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>86.0</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>86.0</td>
<td>87.2</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>98.0</td>
<td>97.6</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>92.0</td>
<td>94.1</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>89.0</td>
<td>85.9</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>88.0</td>
<td>87.2</td>
<td></td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>87.0</td>
<td>88.4</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>98.0</td>
<td>97.7</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>96.0</td>
<td>88.4</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>94.9</td>
<td>92.9</td>
<td></td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# ‘Agree’ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child’s education

- **School Newsletter** - “Whispers”. The P&C and staff provide items each fortnight to be included to further participation and communication. This is sent out electronically via email, published to our website and links posted on our Facebook page.

- **Classroom Parent Representatives**: The Classroom Parent Representative Programme has been instrumental in implementing support programmes which link the school, students, parents and the wider school community. This programme has been operating at this school since 1996. Each term the CPR’s are encouraged to liaise with staff in producing a newsletter outlining their year levels work for the term.
Parent Representatives are selected by the staff at Marsden State School because it is thought they are:

- Co-operative, reliable, friendly and non-judgemental
- Supportive of teachers and interested in school activities
- Available to help but not overloaded with school activities
- Able to respect the importance of confidentiality.

- **Classroom Helpers Classroom** Helpers are valued members of the school community who assist the teachers during the Literacy Block each day from 8.30 am - 10.40 am. Each Classroom Helper completes a 5 week course that is designed to train participants to provide support for small groups of children during the reading Hour and the Writing Hour. Many parents also help before school in our ‘Booster Reading Program’.

- **Playgroup** Since we have run a playgroup twice a week at the school for children from birth to 5 years. The aim is to improve school readiness of the communities’ children. Numbers steadily increased with participants coming from both within and without the school community. More than 30 children attend every week.

- **Facebook**: Starting in 2013 our Facebook page has grown to over 1050 followers. Posts include many school events and issues with parents regularly private messaging for rapid responses to their questions.

- **School Calendar**: A school calendar is published each term and distributed to all families.

- **Family Fun Day**: An initiative by the EATSIPS committee with a community focus for Aboriginal and Torres Strait Islander families to participate in a Touch Football competition each year. Trophies are awarded to overall champions and individual player awards.

- **EATSIPS** Committee Community Morning Teas offered twice per term often with a focus e.g. Healthy Jarjums, School Routines and Events etc.

- The School Climate Committee runs activities for staff and the community.

- **Prep Expo**: In conjunction with other schools in the Marsden-Crestmead area and Queensland Health a Prep Expo will take place on 17 & 18 August at Marsden Library. This expo will showcase the local schools and provide parents/caregivers with information that will support the transition from Pre-Prep Programs to School for their children.

- **Tucker Box Coffee Shop**: for parent engagement on two afternoons per week during school hours.

- **School Leaders Induction, Easter Bonnet Parade, Anzac Parade, Under 8s Autumn Festival, Naidoc Week Celebrations, Wakakirri, Family Fun Day, School Winter Carnival Fete, Senior Citizens’ Concert and Radio 96.5 Family Show** are a range of the Community/Family Events that are regularly held at Marsden State School.

- **Parades**: Junior, Middle and Senior Parades take place fortnightly and usually attract many parents.

- **Classroom Parent Representatives**: This programme has been operating at the school since 1996 with a goal of enhancing students’ learning environment by further developing support for students, staff and parents whilst strengthening our community involvement. Training Modules have been developed to assist Classroom Parent Representatives to operate successfully within our school community. There are currently 12 CPRs in the program.

- **Facebook**: Our families now have the option to stay connected and up to date with the latest
Reducing the school's environmental footprint

Repairs to leaking pipes should further reduce our water consumption in 2014. Electricity usage has continued to grow with the increasing availability of airconditioning, however we are monitoring usage to reduce waste. In 2015 Flurescent lights will be replaced with LED lamps.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>236904</td>
<td>2210</td>
</tr>
<tr>
<td>2012-2013</td>
<td>268644</td>
<td>1870</td>
</tr>
<tr>
<td>2013-2014</td>
<td>292333</td>
<td>?</td>
</tr>
</tbody>
</table>

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.

Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>74</td>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>67.1</td>
<td>28.4</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Indigenous staff equate to 5% of our workforce.

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>70</td>
</tr>
<tr>
<td>Graduate Diploma etc. **</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
</tr>
</tbody>
</table>

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $28782.26.

The major professional development initiatives are as follows:

- ‘Balanced Literacy’ focussed on Words Our Way (spelling), Fountas and Purnell Reading kits, Seven Steps to Writing as part of the Big Six.
- Yumi Deadly Maths – specifically the RAMR framework.
- Building Community Partnerships and communicating with parents – specifically around goal setting and attendance.
- Visible learning based around Hattie’s ‘Effect Size’ and SMART Goals as per Marzano et al.
- School Wide Positive Behaviour Support.
- Inclusivity and understanding the needs of Low Incidence Disabilities.
- Medical needs around anaphylaxis, diabetes, and epilepsy.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95.6</td>
<td>95.2</td>
<td>95.0</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.6% of staff was retained by the school for the entire 2014 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/](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

<table>
<thead>
<tr>
<th>Search by school name</th>
</tr>
</thead>
<tbody>
<tr>
<td>GO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Search by suburb, town or postcode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sector: Government, Non-government</td>
</tr>
<tr>
<td>SEARCH</td>
</tr>
</tbody>
</table>

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 webpage.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry webpage. 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**

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>91.3%</td>
<td>89.1</td>
<td>90.0%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

**Student attendance rate for each year level (shown as a percentage)**

<table>
<thead>
<tr>
<th>Year</th>
<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>2012</td>
<td>90.9</td>
<td>90.2</td>
<td>89.1</td>
<td>91.2</td>
<td>91.1</td>
<td>92.4</td>
<td>93.1</td>
</tr>
<tr>
<td>2013</td>
<td>88.6</td>
<td>90.9</td>
<td>88.3</td>
<td>87.2</td>
<td>89.1</td>
<td>89.8</td>
<td>90.4</td>
</tr>
<tr>
<td>2014</td>
<td>88.9</td>
<td>91.5</td>
<td>90.9</td>
<td>89.7</td>
<td>90.4</td>
<td>90.6</td>
<td>89.4</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

**Student attendance distribution**

The proportions of students by attendance range.

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.*

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

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.

As teachers become concerned about attendance they contact the parents in the first instance, record this in Oneschool and inform the relevant Deputy principal. Should absenteeism continue to be an issue the DP will raise this in a SNAC committee where it will be reviewed and referred for support as necessary. Support can be through the Indigenous Support Teacher, Social Worker or Chaplain.
Before the Education Act letters go out to families warning of consequences of nonattendance, a significant amount of support and communication is provided to the family.

At Marsden we encourage student attendance by:

- Increasing positive experiences at school for our students through Wellbeing Strategies, Parent and Community Engagement Strategies and the employment of a Community Participation Teacher with a focus on attendance.
- Maintaining concise and accessible attendance data through a computer-based program, ID Attend.
- Implementing practical and regular Primary to Secondary transition programs with local feeder high schools for our Year 7 students to decrease experiences of insecurity and anxiety about entering a new environment. Transition program help our students to adapt to new situations, enhance their coping skills, develop new relationships and increase their confidence.
- Identifying and supporting ‘at risk’ students through support staff and the adoption of targeted programs.
- Increasing the use of Information Computer Technology (ICT) allowing students to feel in control of their learning by working at their own pace.
- Empowering students by developing participatory decision-making programs that encourage and facilitate student involvement when making real decisions through our leadership program.
- Planning collaboratively and selecting appropriate teaching content, processes and products that include learning activities which are relevant to students’ experiences and to their current needs and interests.

The ARTIE program has been introduced to raise awareness and participation rates through improved attendance of Indigenous students.

Implementing a whole school program that focuses on successful behaviour management, SWPBS (School Wide Positive Behaviour Support). The SWPBS framework guides selection, integration, and implementation of the best evidence-based academic and behavioural practices.

---

**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.**

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**

`Search by school name`  

[GO]

`Search by suburb, town or postcode`  

[SEARCH]

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

Due to the relatively low numbers of students in each year level the gap varies considerably from year to year. The gap in indigenous attendance has improved somewhat through the introduction of the Artie program. This program also assists with tutors in classrooms on a regular basis to assist with academic success.

A teacher was employed 3 days per week to provide additional assistance along with teacher aides staffing and an after school Homework club operated 4 days per week for the entire year. One of these days has a cultural focus to help students connect to their heritage.