Principal’s foreword

Introduction

SCHOOL VISION
A School Community That Believes and Achieves

STATEMENT OF PURPOSE:
Marsden State School is committed to providing quality education that nurtures and extends the academic, social, spiritual and physical development of all students.

VALUES AND BELIEFS
- Our school values:
  - Our children, their uniqueness and their achievements
  - Community, staff and students supporting each other and working together
  - A collaborative and holistic approach to school planning which caters for the diverse needs of all students
  - Effective teaching and learning practices guided by an innovative, integrated, purposeful and inclusive curriculum
  - A network of committed professionals striving towards the common goals of life-long learning and the preparation of students for a changing world
  - A safe, supportive and welcoming environment that encourages social responsibility, self-management and respect

School progress towards its goals in 2012
- All teachers planning their English, Maths and Science using C2C. Coaches and HOC assisting.
  - Every Teacher employing WALT and WILF in the classroom for directed lessons.
  - All specialist teachers involved in supporting literacy and numeracy development (term 1 will be a vocabulary based research project)
  - SEP students receiving a balanced program around disability needs and academic progress as outlined through ACARA – Continued work on this in 2013
  - Differentiation noted in all class plans.
  - Students able to clearly articulate the intent of lessons in their classroom
  - SEP supported in implementing ACARA and related programs
- Improvement in parent SOS data through promotion of key activities, planning and events.

Staff SOS improved by greater ownership of staff in School climate committee as well as regular class visits and positive visibility in school through ‘3 minute’ walkthroughs by Principal and other administrators.

- Use of standardised tests and measurement of effect size to monitor and review the effectiveness of support
programs. Using:
  o ACER PAT R, ACER PAT M, Sutherland test of Phonological Awareness, ‘Fontas and Purnell’ and PM data
  o Mathletics utilised to monitor and support student individual needs in mathematics
• SWPBS data analysed monthly and programs adjusted
• NAPLAN and QCAT data used, especially in term 1 planning. – yearly school priorities identified and supported in curriculum plans.
  o Moderation of identified G and T students within LEA cluster – selection for Days of excellence programs
  o Students identified in and near to top 2 NAPLAN bands for further extension – use of Intrepica, Mathletics and entry into competitions such as Maths team challenges, And competition based on higher order thinking skills. 1 teacher employed 3 days per week for this.
  o Higher order thinking strategies taught to all students with targeted support to those identified in the top 3 bands.
• Absentee and attendance trends supported by Support Teacher: Learning engagement, Chaplain, and Social Worker through ECC. – 2013 an A02 office worker employed to assist.

Wave 3 students withdrawn for small group, individual support for the 1st 90 minutes each day.
• Every student has a specific literacy goal that is measurable and communicated to both students and parents.
  o More able students will be targeted with HOT skills as part of their goals.
• Yumi Deadly Maths is implemented in targeted year levels, initially Year 3 and Year 5. 1 coach took this as a leadership responsibility.
• First Steps Maths continued as a means for identifying and supporting difficulties. Focus areas of Number and Measurement. – New staff trained.

Develop consistency of practice with core programs eg Home reading, Words Our Way etc.
• Playgroup for Birth to Pre-Prep children with adult support continued for 2 mornings per week.
• Ready Reader programs and BEAM were supported and promoted.
• Year 1/2 and a 6/7 class is created with additional SEP support for students with identified disabilities or close to it. These classes were beside regular mainstream classes to promote interaction and inclusion. Students with verified disabilities still accessed specific withdrawal SEP programs as appropriate.
• Mighty Minds was employed to assist school based writing projects in years 4-7. Providing marking and reports to teachers to aide targeted teaching and monitor distance travelled.
• Action research activities occurred around:
  o Writing
    o Big 6 (Oral Language, Phonemic Awareness, Phonics, Fluency, Comprehension)
    o Words Our Way
    o RAMR, 1st Steps Maths, Yumi Deadly Maths
  o Online learning
    • Mathletics/Intrepica, Learning objects
    • 1 to 1 laptop classes
    • Tablets and app selection in junior classrooms
    • BOLT (Broncos Online Tutoring)
• Specialist teachers focused on Vocabulary development within their KLA as their action research project.
• A new Curriculum Plan, English plan and Mathematics Plan based on the Literacy and Numeracy Plans and C2C was implemented
• Science was promoted through a grant from the Stephanie Alexander Kitchen Garden program as well as Sculpture commissioned around the school blending science and Art.
• The Literacy Practices Guides were used as part of the Developing Performance plans with teachers as well as for gathering evidence and opportunities for disciplined dialogue.
• Implementation of Words their Way was promoted and supported
• Use of 1st steps Maths continua for Number and Measurement
• School funded SLP supporting classroom based teaching for 6 months as the SLP went on maternity leave at that time.
CP days were utilised to promote a focus on some core strategies that were implemented in all that cohorts classrooms. Eg.

- WALT, WILF
- Explicit teaching of tier 2 vocabulary.
- Literacy block (See PALLs/PALLIC), Numeracy Block
- Individual learning plans developed for target groups e.g. Indigenous students

Other Highlights from 2012:

- Planning and professional development and sharing days (CP) were continued as ½ day weekly for Jnr. classroom teachers and 1 day per fortnight for Yrs. 4 – 7 teachers. This includes teachers' mandatory Non-contact time all teachers receive. Classes received lessons by specialist teachers during these times.
- Literacy support for ½ of year 4 – 7 students (opposite LOTE) occurred throughout the year. This teacher also provided additional support to high performing students once a week in Literacy and Maths.
- Lunchtime activities were provided to students in the form of a range of clubs
- Many sporting activities were held including:
  - Cross Country
  - Jnr and Snr Sports days
  - Interschool sport – Netball, Soccer, Touch, Rugby league
  - Softball, Touch,
  - Family Fun Day (Saturday A.T.S.I activity)
- ‘Marsden Rulz’ school song was celebrated and sung regularly at parades and special events.
- ANZAC day observance and Remembrance Day ceremonies were held with invited guests.
- The School Won 3rd Place in the J Rock Dance Competition.
- Aboriginal and Torres Strait Islander activities occurred through Morning tea gatherings for the community, student excursions, Naidoc week activities, guest artists and a homework club which included regular cultural activities for all students around indigenous culture including
  - A local indigenous artist added to our Indigenous murals in the school and our Art Teacher worked with a range of students to complete a mural representing Islander cultures...
  - Marsden’s Jarjum News continued with a couple of issues printed promoting our Aboriginal activities and events.
- Gotchas continued as we rewarded students, staff and volunteers for their contributions to Marsden SS Learning Environment. Student positive rewards averages were many times that of negative behavioural referrals.
- We participated in the National Day of Action against Bullying as well as Harmony Day. We also participated in the Dress Differently day for Autism and Supported Legacy on Anzac Day with sales.
- The federally funded Active After School Sport Program was offered to different year levels each term with a range of sports available.
- Parent education was offered on a number of topics
- Keith Henderson Night was celebrated with open classrooms demonstrating our students’ artistic skills as well as an art show in the Dean Hall. This concluded with a presentation of the performing arts at Marsden using the Dean Hall Stage.
- We participated in a range of competitions including the 2012 AAMI Stradbroke Paint a Horse Competition, receiving $500
- Under 8’s Autumn Festival was a fun and successful event.
- Student Learning achievements were celebrated through reports and 3 way conferences as well as parades celebrating students’ academic results that showed the greatest improvement (distance travelled) over the year regardless of actual grades.
- Sound and lighting in the Dean Hall was completed.
- Year 6 students and staff worked with other schools and Griffith University on a careers education program.
- A range of activities and workshops were attended and subsidised by the school for our Gifted and Talented students.
- Each year level held their own excursions with some incursions occurring
- Book Week activities raised the desire to read for many as well as raising funds for many new books in the Library/Resource centre.
- Staff undertook many hours of professional development to improve standards, students learning and behaviour in the school.
• SWPBS – School Wide Positive Behaviour Support was used to look at our school environment to improve behaviour, end bullying and make Marsden SS a great place to be. Results indicated the lowest levels of referral to the RTC for breaking rules in 3 years.
• We also held school discos which were not only fun but raised money for the Student Council.
• Breakfast club and Before School Student Tutoring occurred.
• Our 1 to 1 learning Laptop programs continued for 6 classes
• Marsden SS has a mobility index that internationally is recognised as being very high. In 2012 we began an attendance program to build the communities understanding that Every Day Counts, and those absences regardless of the reason, impacts on learning.
• NAPLAN results showed some improvements, but school based data done later in the year indicate changes have resulted in significant improvements in literacy and numeracy learning.
• Departmental data shows improvements in literacy and numeracy for struggling students is greater than the average in the country.
• NAPLAN data shows that in 2013 we need to focus our attention on our brightest students to have them learning at a faster rate than in other schools as well.
• The Special Education Program grew by 20 verified students over the year, with 92 supported with staffing at the start of 2013 compared to 78 at the start of 2012.

• Introduction of Fountas and Pinnell Intervention program in Prep and Year 2.

Comprehension results increased for all students in this program.

2012 also saw our school undertake a Teaching and Learning audit which demonstrated the schools High levels of achievement in all 8 domains. This report is also available on our website!
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school: (Day 8 – 989 increasing to 1011 during the year)

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>988</td>
<td>494</td>
<td>494</td>
</tr>
<tr>
<td>2011</td>
<td>964</td>
<td>467</td>
<td>497</td>
</tr>
<tr>
<td>2012</td>
<td>989</td>
<td>475</td>
<td>514</td>
</tr>
</tbody>
</table>

Enrolment Continuity (Feb – Nov)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>89%</td>
</tr>
<tr>
<td>2011</td>
<td>90%</td>
</tr>
<tr>
<td>2012</td>
<td>91%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Demography

Marsden is situated in the Logan area 30 kilometres from Brisbane. Marsden State School is a Band 10 Primary School in the Logan area. 2012 enrolments varied from around 989 to 1011 students.

The school was established in 1978 and throughout its existence it has attracted large numbers of students from the local area. It is expected that this trend will continue for the foreseeable future.

The school serves a community situated on the southern outskirts of 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 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.

The six most common languages other than English spoken at home by the other 21.7% were:

1. Samoan 4.4% up from 2.5% in 2006
2. Khmer 1.5% down from 2.0% in 2006
3. Indo Aryan languages(majority Hindi) 1.2%
4. Sth East Asian Austronesian Languages(main Tagalog and Filipino) 0.9%
5. Spanish 0.6% down from 0.7% in 2006
6. Chinese languages 0.5%
7. Other not identified individually 3.7%
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.
Cultural changes in school clientele include in 2006 the following:
• Samoan students = 9%
• Maori = 5%
• Khmer = 2%
• Vietnamese = 1% in total there were 36 cultural groups.
• Aboriginal/Torres Strait = 11% up from 7% in 2006
22% of students are identified as (ESL) English being a second language. 2.6% have indicated they are not Australian citizens.
• 26 Children in Care = 2.7% up from 2% in 2010
• Transience is a significant issue and we employ staff to assist to minimise the impact of a mobile population.

• The Special Education Unit caters for approx. 100 students mainly with Intellectual Impairments, ASD and Speech Language Impairments.

Students beginning in Prep at Marsden State School in 2012 completed were profiled for the 2012 Australian Early Developmental Index (AEDI) along with most other students of this age group around the country. The 2012 results demonstrated that these students were less vulnerable across the 5 measured domains than the 2009 cohort when the profiling was last conducted.

Physical health and wellbeing domain
Social competence domain
Emotional maturity domain
Language and cognitive skills (school-based) domain
Communication skills and general knowledge domain

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>25</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>196</td>
<td>173</td>
<td>174</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>10</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Learning experiences are organised within the structure of:

- The Literacy Block (Reading Hour and Writing Hour)
- The Numeracy Hour using 'Mathletics' and 1st step's 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.
- Lifeskills - Lion’s - Skills for Growing/Adolescence and ‘You Can Do It’
- Specialist lessons for many KLA’s eg 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

- Interschool Sporting teams
- Lunchtime play clubs
- Rock bands, 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

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), scanners, and digital cameras feature regularly in students' learning and assessment tasks. Every class has access to an interactive whiteboard 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 163 students.

Prep classes moved to electronic portfolios in 2008 and have since provided all parents with CDs with their child’s progress, work samples and photos. The use of recording equipment to augment the schools ICT program was added in 2009, with classes using this equipment to record audio commercials etc. they had scripted. This was further supported in our Hall which includes an Audio/Visual Green Room.

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.

For a few months an additional chaplain was employed to enhance the program

Parent, student and staff satisfaction with the school
School Opinion Data demonstrated that Parent opinions of the school climate were similar to ‘Like’ and State Primary Schools. In particular our parents rated us higher in the areas of teachers giving feedback to both students and parents in comparison to other schools.

Students opinions were on average in 8 out of 10 questions higher than ‘Like’ or State primary School averages.

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>91.9%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>92.1%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>92.1%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>94.7%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>86.8%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>94.7%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>94.7%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>97.3%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>89.5%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>97.3%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>86.5%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>91.4%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>88.9%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>94.4%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>92.1%</td>
</tr>
</tbody>
</table>

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>94.5%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>95.6%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>86.8%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>95.6%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>94.7%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>92.0%</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>92.1%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>92.7%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>88.4%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>85.1%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>95.6%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>93.8%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>91.9%</td>
</tr>
</tbody>
</table>

Performance measure *(Nationally agreed items shown)*

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>83.5%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>87.0%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.
* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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.

**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.

**Playgroup** Since 2008 a joint project with Community renewal has continued to employ staff to 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.

**BEAM** This project provided training and support to parents/carers of students in supporting Literacy at home. This is continuing in 2013.

In 2013 the school is set to transform its web page and introduce a school Facebook page to improve communication.

Reducing the school’s environmental footprint

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

2012 saw a number of leaking pipes and taps identified. Our water infrastructure continues to be monitored and repaired as required.

Solar cells on the room of the Administration system reduce overall electricity cost. The school is also promoting recycling, composting and pesticide free gardening.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>216,288</td>
<td>2,405</td>
</tr>
<tr>
<td>2010-2011</td>
<td>212,632</td>
<td>3,341</td>
</tr>
<tr>
<td>2011-2012</td>
<td>236,904</td>
<td>2,210</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>77</td>
<td>38</td>
<td>5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>68.9</td>
<td>28.9</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>71</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

In addition 22 teachers have undertaken further work to gain Education Queensland ICT Pedagogical License and all other teachers have received their ICT certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $43,950.

The major professional development initiatives were as follows:

- Marsden State School also employed 2 full time Literacy and Numeracy Coaches to assist/train/support teachers to improve their pedagogy and the enactment of the curriculum. The coaches acted as facilitators of year level team learning circles, supported teams and individual action research learning activities and were mentors for early career teachers.
- All teachers on each year level were released for their Non-Contact time at the same time to facilitate their professional conversations towards a ‘Professional Learning Community’.
- Our priorities for Training and development for teachers were around behaviour management. Literacy – particularly reciprocal Reading, Numeracy – focused around QUTs research with the Yumi Deadly Maths program and the integration of ICTs into the curriculum.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.
Our staff profile

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95%</td>
<td>95.8%</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our income details, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

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

Key student outcomes

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>90%</td>
<td>88%</td>
<td>91%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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>2010</td>
<td>89%</td>
<td>91%</td>
<td>89%</td>
<td>92%</td>
<td>90%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>2011</td>
<td>87%</td>
<td>88%</td>
<td>86%</td>
<td>85%</td>
<td>90%</td>
<td>89%</td>
<td>87%</td>
</tr>
<tr>
<td>2012</td>
<td>91%</td>
<td>90%</td>
<td>89%</td>
<td>91%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>16</td>
<td>12</td>
<td>28</td>
<td>41</td>
</tr>
<tr>
<td>2011</td>
<td>28</td>
<td>19</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>2010</td>
<td>21</td>
<td>16</td>
<td>27</td>
<td>35</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

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

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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 Mobility Support Teacher with a focus on Indigenous Education.
- 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
Performance of our students

are relevant to students’ experiences and to their current needs and interests.

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/.

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

Search by suburb, town or postcode

Sector Government
Non-government

SEARCH

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

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

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

Achievement – Closing the Gap

Full and Part-Time Enrolments August 2012

<table>
<thead>
<tr>
<th>Indigenous Status</th>
<th>Pre Prep</th>
<th>Prep Year</th>
<th>Yr 01</th>
<th>Yr 02</th>
<th>Yr 03</th>
<th>Yr 04</th>
<th>Yr 05</th>
<th>Yr 06</th>
<th>Yr 07</th>
<th>Yr 08</th>
<th>Yr 09</th>
<th>Yr 10</th>
<th>Yr 11</th>
<th>Yr 12</th>
<th>SP</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>15</td>
<td>14</td>
<td>8</td>
<td>17</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>109</td>
<td></td>
</tr>
<tr>
<td>Non-Indigenous</td>
<td>85</td>
<td>118</td>
<td>128</td>
<td>109</td>
<td>109</td>
<td>85</td>
<td>116</td>
<td>130</td>
<td></td>
<td></td>
<td></td>
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<td>880</td>
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<tr>
<td>Unknown</td>
<td>97</td>
<td>131</td>
<td>141</td>
<td>124</td>
<td>123</td>
<td>93</td>
<td>133</td>
<td>147</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>989</td>
<td></td>
</tr>
</tbody>
</table>

Queensland Government
Performance of our students

Release Date: January 2013

NAPLAN Year 3 Mean Scale Score - Indigenous/Non-Indigenous Gap

* Writing results from 2011 cannot be compared to previous years. Indig N is the count of indigenous students with a score (excludes absent, exempt & withdrawn students).

NAPLAN Year 5 Mean Scale Score - Indigenous/Non-Indigenous Gap

*
Organisational Environment

- An active committee met once a month and included parents and community members involved in planning events including family Fun Day, NAIDOC Celebrations, Multicultural Day and Community Partnerships
- Parent Morning/Afternoon Tea once a semester
- Indigenous Education Support Teacher employed 2 days per week specifically supporting specific year levels as timetabled each term
- Development of protocols for communicating and collaborating with Indigenous people developed and shared.
- Printing and Mailing Aboriginal and Torres Strait Islander Newsletter/invitations to families and also emailing Whispers and use of Facebook as a means of communication
- Continued addition of Murals to the school representing cultural diversity of the school
- Completion of Yarning Circle and Bush Tucker Garden including Totems developed by a local Aboriginal Artist in collaboration with Homework Club Participants
- Homework Club available to all students from Monday – Thursday including Cultural Component each Wednesday Afternoon supported by a local Aboriginal Artist
- Homework Club supported by ARTIE Volunteer Tutors each Monday
- Library/Management/Indigenous/Committee Minutes. EATSIPs Plan, Proposed NAIDOC Activities, Protocols all placed on One Portal for staff.
- All parades acknowledged the Traditional Owners at the introduction of parades
- The Aboriginal Flag was flown along with the Australian, Queensland, Torres Strait Islander flag on a rotational basis on School’s existing flagpoles
- Celebrations Participation in community events (e.g. NAIDOC celebrations) and supported an Indigenous presence at school. Teachers supported Hands On Rotational Activities (YuMi Deadly Maths, Traditional Games, Flag Opening Ceremony, Jaram Whole School Performance, 2 Aboriginal Artists visiting the school) during 2013 NAIDOC Week with support from the Indigenous Support Teacher.

Personal and Professional Accountability

- Principals Markbook tracking all students in 2012 with Literacy and Numeracy Assessment and NAPLAN data and distance travelled
- ARTIE data reports tracking attendance and academic performance in 2013
- All teachers have access to data to inform teaching and learning approaches for all students in their class
- Discussions around Attendance Data in Year Level Teams
- Teachers develop their own personal rationale through PD opportunities and reflect on how they apply pedagogical processes that enable Indigenous perspectives to be embedded
- Ongoing Staff Surveys to gather information and provide support for PD Requests Staff
- One Embedding Aboriginal and Torres Strait Islander Staff Meeting Focus in Semester 1 & 2 (Faith Green Hidden Histories Facilitator)

Curriculum and Pedagogy

- ARTIE (Achieving Results Through Indigenous Education) Launch in 2013 focussing on Attendance and setting goals and rewards each term
- Up to 20 Tutors volunteering each term to work with Aboriginal and Torres Strait Islander Students each term in 2013
- Staff offered visits to ISSU and resources borrowed for whole school displays each semester
- Access for staff to borrow resources from Queensland Museum and Logan City Library
- Make links with Aboriginal and Torres Strait Islander Agencies and Networks and include representatives in each year level planning meeting. (once per term) Embedding Indigenous Perspectives’ is included in all unit plans and teachers automatically make provision in planning.
Performance of our students

- Teachers sharing best practice at Phase Meetings for planning, implementation and evaluation of units
- YuMi Deadly School of Excellence focus in Mathematics for all Year Levels Prep – Year 7 (Supported by Numeracy Coach and part of Coaching Process)