



Maroondan State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Robert Lawton, Teaching Principal



# From the Principal

## School overview

Maroondan State School is situated in a tranquil rural setting, just 7km from the township of Gin Gin in Queensland's Wide Bay.

We are a small, friendly and supportive two- teacher school that genuinely cares for the social, emotional and academic development of our students. With the assistance of an experienced classroom support team, our teachers work closely with small groups and individual children to provide a curriculum that is closely aligned to students' personal needs. We are proud and confident in our claim to be second to none in the care, time and attention that we afford to each and every one of our students, from the first day in Prep right through to the final day of Year 6. Our curriculum is enhanced by weekly visits from specialist PE, Music and LOTE (Japanese) teachers and we work hard to ensure that all of our students have access to a range of interesting and exciting extra-curricular activities. Sports, swimming, music, robotics, arts and crafts, rewards days, regular excursions and a whole-school camp feature within our annual extracurricular programme. We also provide a range of leadership opportunities for our older students and our classrooms are equipped with the latest technologies including interactive LED screens, wireless laptops and iPads, ensuring that our students are well prepared for the future in an increasingly digital world.

At Maroondan we believe that we've really taken advantage of our small school status by providing big on the things that matter – time, care and attention to the needs of our students.

## School progress towards its goals in 2018

In 2018, Maroondan State School maintained a focus on reading development as its main priority.

- The school continued to direct additional funds towards additional teacher aide time for reading support.
- One to one daily reading programs were maintained and extended.
- Differentiated in-class comprehension lessons were completed three times each week.
- Termly post and pre-moderation sessions for English were undertaken with similar cluster schools.

Further, the school continued to refine planning, teaching, assessment and data collection procedures in Mathematics.

- A 'Numeracy Leader' was identified in school.
- The Numeracy Leader attended Bundaberg cluster professional development sessions and fed back to school staff in school pd sessions.

## Future outlook

Maroondan State School's explicit improvement agenda for 2019 will continue to focus upon reading development, particularly in the early years. To this end the school will:

- Aim to increase the percentage of Early Years students who attain their personal reading goals by the end of the year.
- Develop staff knowledge of Early Start assessment and the Literacy Continuum, enabling them to use these tools to inform differentiated teaching and learning of language and reading.
- Maintain daily one to one reading programmes from Early Years students.



# 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	29	34	41
Girls	11	9	13
Boys	18	25	28
Indigenous	2		
Enrolment continuity (Feb. – Nov.)	86%	80%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

The majority of our students live on rural acreage properties. Whilst the main local industry is agriculture, many of our students have parents who travel away for employment in the mining sector. The student body at Maroondan is diverse and includes students with disabilities and special needs. In recent years we have attracted a number of students with English as an additional language.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	13	18	21
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.



## Curriculum delivery

### Our approach to curriculum delivery

Our curriculum for Years Prep to 6 has a central focus upon improving literacy and numeracy attainment, with an emphasis on development of reading. English, Maths, Science, The Arts, History, SOSE, Technology, LOTE (Japanese) and HPE are delivered as separate explicit lessons. The distinctive features within this design are:

- Digital technologies are integrated in all curriculum areas;
- Small class sizes enable high staff/student ratios. In turn, strong relationships and solid understandings of the needs of individual students are developed;
- In the multi-aged classrooms older students actively support and nurture younger students;
- Internal monitoring systems are used to track student progress regularly and to inform teaching and learning;
- A behaviour management plan has been implemented that focuses upon encouraging students to make responsible choices;
- Our four behaviour rules of Respect, Effort, Safety and Self-Responsibility are understood and practiced by all students;
- Provision is made for students to engage in extra-curricular activities that acknowledge their interests and talents.

### Co-curricular Activities

In addition to the formal curriculum, in 2018 our students:

- Participated in a whole-school three day school camp in Noosa incorporating a nature cruise, a zoo visit and surfing lessons;
- Participated in cluster, district and zone level sports carnivals and events;
- Participated in before and after school and lunchtime sports activities, including cross-country and athletics;
- Received visits and teaching from community groups including local veterinarians, surf lifesavers, community groups and the Life Education caravan;
- Participated in lunchtime arts and crafts activities;
- Participated in school leadership activities, including the Halogen Foundation Leadership Day in Brisbane;
- Participated in Rewards day activities, including gymnastics and beach visits;

### How information and communication technologies are used to assist learning

At Maroondan State School we recognise the importance of ICTs. The use of digital technologies is integrated across our curriculum and our students are motivated to learn through ICTs. Through employing these technologies purposefully in meaningful tasks Maroondan students arm themselves with skills that are invaluable in a rapidly increasing 'digital world'. At Maroondan our classrooms have interactive LED screens which are an integral tool in delivering learning. Our classrooms also have PCs, laptops and iPads (with a ratio of one computer for each student) - each of these machines is connected to the internet and the school network. Quality Mathematics and Literacy software is made available through our school network. Teachers are also provided with laptop computers to prepare student work and assessment tasks and for delivery of learning.

## Social climate

### Overview

Maroondan State School takes pride in maintaining high staff to student ratios and strong relationships exist across the school. We have a delightful, supportive and uplifting school environment where all parents and



students report that students feel safe, that they are treated fairly and that they receive a good education. High staff to student ratios enable deeper understanding of each student's needs, facilitating appropriate differentiation. Maroondan State School has a positive behaviour management plan that encourages children to take responsibility for their own behaviour and become positive and responsible members of our society. In 2018, 100% of parents and students said that they liked being at the school and that behaviour is managed well. Maroondan is a magnificent learning environment. 100% of parents and students identify that they are treated fairly and that they are motivated to learn. Parents and community members are encouraged to attend and participate in class activities, sports events and extra-curricular events such as school rewards days and visitors frequently comment positively upon the school's caring and friendly ethos.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%



Percentage of students who agree# that:	2016	2017	2018
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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	100%	100%
• 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

Maroondan has an open door policy. Parents are invited into the classroom to observe and participate in learning activities and many take up this invitation, supporting students in a range of activities including reading before school. Parents and students are also encouraged to involve themselves in target setting processes through attending 3-Way reporting interviews with teachers in Terms 2 and 4. Learning activities and school events are communicated to parents through a fortnightly newsletter, via the schools website and through notes incorporated with nightly homework. Individual student targets and strategies are also displayed in classrooms.

Parents are also encouraged to involve themselves with the school's P&C which meets monthly and which is very much involved in setting school goals and objectives. Maroondan families are also involved in assisting children in participation at sports carnivals and school and community events. The school has strong supportive links with its community and these contribute to the positive and friendly ethos that is noted by visitors.



Staff at Maroondan recognise that communication is key to promoting strong relationships with students, parents and the broader community and identify that strong relationships promote learning. Face to face meetings involving all stake-holders are held whenever students may need a little extra help to fully access and participate in school activities.

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Through day-to-day teaching as well as through dedicated behaviour and health lessons, students are encouraged to recognise the importance of personal safety. They are provided with strategies for conflict-resolution and are encouraged to recognise and report when they, or others, are unsafe.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
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

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Maroondan State School works hard to reduce its environmental footprint and students are encouraged to be energy conscious and to conserve water. Energy consumption did increase slightly in 2017-18 but this increase was less than proportionate to the upward trend in enrolments.

Recycling bins are provided throughout the school and teaching incorporates sustainability and recycling topics. In late 2018 the school commenced container-recycling collections.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	12,963	14,097	14,307
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

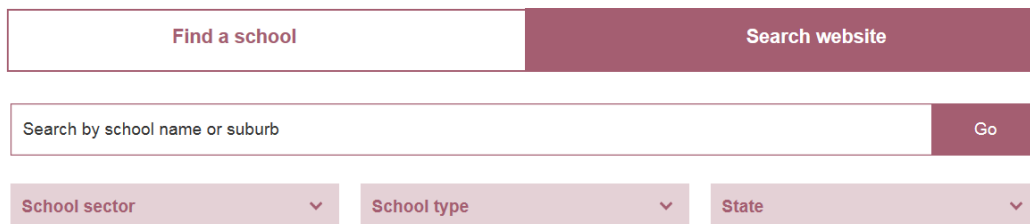
### School income broken down by funding source

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.



### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile



## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	7	0
Full-time equivalents	2	3	0

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*	1	
Bachelor degree	2	
Diploma		
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$9,093

The major professional development initiatives are as follows:

- Pre and post-moderation processes in English
- Deepening staff knowledge around the Australian National Curriculum
- School leadership initiatives

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%



## Proportion of staff retained from the previous school year

From the end of the previous school year, 54% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	94%	94%
Attendance rate for Indigenous** students at this school	91%	DW	

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	96%	95%	97%
Year 1	86%	94%	92%
Year 2	98%	90%	93%
Year 3	92%	99%	81%
Year 4	99%	93%	97%
Year 5	97%	92%	94%
Year 6	87%	94%	95%

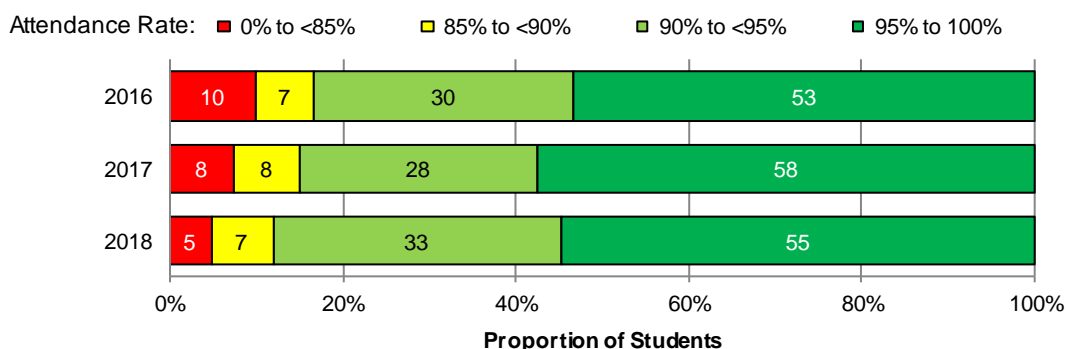
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

At Maroondan rolls are marked twice daily and immediate contact is made with parents/carers if unexplained absences occur, requesting that they contact the school to explain the absence. Parents are regularly reminded of the importance of school attendance through the school's fortnightly newsletter. The school also promotes Education Queensland's 'Every Day Counts' initiative.

Recognition of positive attendance patterns and a range of extra-curricular activities have been introduced to encourage attendance.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

