



Mary Valley State College

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Established in 1857, Mary Valley State College offers coeducational schooling from Prep to Year Ten. We are located south of Gympie in the town of Imbil. Our goal of 'Preparing Today's Students for Tomorrow's World' is aimed at all individuals, providing them with the skills they need to move forward in life. We offer engaging relevant curriculum and whole school activities that develop students as active, responsible citizens and lifelong learners. Our classrooms are positive, caring environments, catering for all student needs and learning styles, where achievements are valued and celebrated. With whole school programs in technology, literacy and numeracy we sequentially build skills, assisting students to gain the expertise to function successfully in society. Students are engaged and extended through extra-curricular activities including maths and science competitions, public speaking, drama groups, sports programs, camps and choir. Local businesses provide our students with work experience and school based traineeships. Our chaplain and school nurse provide emotional and social support for our students. We value our parents and community members and have a very active Parents and Citizens association.

Principal's Foreword

Introduction

This report details the college structure and environment. It outlines key outcomes for the students of our college and professional development for the staff. Additionally, it provides data on the opinion of students, parent/carers and staff. Mary Valley State College is a small rural co-educational Prep to Year 10 College located in the town of Imbil. At Mary Valley State College, we take pride in knowing every student and providing for their academic, social and emotional needs. Our school vision of "Preparing today's students for tomorrow's world" is exemplified in our pursuit of excellence for all students, engaging them in relevant curriculum that encourages them to reach their goals. As a learning community we focus on learning for life and acquiring the knowledge, attitudes and skills to thrive in a rapidly changing world.

Mary Valley State College is a small school with a friendly atmosphere. We are large enough to provide many great opportunities for our students, but small enough to provide a caring environment with a focus on relationships. Our commitment to Positive Behaviour for Learning has enabled our school to focus on the positive behaviours we wish to engender in all students who attend our college.

School Progress towards its goals in 2017

Significant progress was made in improving learning outcomes driven by data analysis and quality research. Teacher planning was based on data to inform curriculum delivery. All staff are confidently using the Australian National Curriculum, with evidence of differentiation in all teachers' planning. Our whole school focus on improvement in Reading, Writing and Number continued. The college's edible garden and promotion of healthy eating, lifestyles and sustainability continued to be a focus for learning community.

The 6th year of Positive Behaviour for Learning (PBL) saw a further decrease in office referrals for discipline and a marked increase in positive behaviours. Sitting alongside of the PBL program is the newly embraced Reboot Program. This program aims at skilling our students with the necessary tools of self-regulation to assist with their every-day functioning in the classroom and the playground.

Future Outlook

The school improvement priorities for 2017 are targeted around four distinct areas:

Improvement priority – Reading

Strategy - Articulate and implement a whole college research based approach			
Actions	Targets	Timelines	Responsible Officer/s
Articulate a consistent whole college approach to teaching and assessing reading from Prep to Year 10 (Pearson's Gradual Release Model & Sheena Cameron)	100%NMS	July 2017	Principal
Implement the whole college approach through levelled intervention strategies (Pearson's Gradual Release Model, Sheena Cameron Reading Strategies and Multi-Lit)	100%NMS	July 2017	HOD,STLaN, SEP Teacher
Genius Corner Program to target improvement in U2B reading (Years 2, 4 & 6)	30% improvement	July 2017	STLaN
Strategy - Use data to inform practice			
Actions	Targets	Timelines	Responsible Officer/s
Individual student reading goals to be developed and reviewed each term through the analysis of diagnostic data (OneSchool Class Dash Board)	Conversations – Planning Days/Feedback	Beginning of each term	STLaN, Teachers
Individual reading goals to be tracked by teachers and students (visual display)	Students achieve goals	End of Term 1 (ongoing)	Teachers
Create a data wall tracking student progress	Planning Days (inc. feedback)	End of Term 1 (ongoing)	Principal/HOD
Strategy Use collaborative planning, observation and feedback to inform practice			
Actions	Targets	Timelines	Responsible Officer/s
Team Planning Days twice per year	100% staff participation & engagement	Term 1 & Term 3	Principal/HOD/ Teachers
Peer observations and feedback using the ASOT Design Question tracker and profiling once per semester	All effective	End of year	Teachers
Observation and feedback by HOD/Principal - Once per semester	All effective	End of year	Principal/HOD

Improvement priority – Numeracy

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Develop learning goals and success criteria for numeracy lessons/blocks	100% of lessons	All year	Teachers
Embed Numeracy Rich Routines – Place Value Warm Ups 3-5 times per week	100% NMS	July 2017	Numeracy Coach/HOD/ Teachers
Develop a numeracy placemat to identify areas of strength and weakness in order to inform practice for improvement	All maths classrooms	Term 2 2017	

Improvement priority – Attendance

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Implement proactive strategies – use ID Attend, breakfast club, weekly 'Attendance Stars' award, certificates	95%	Twice a week, once per term	Principal/ HOD/ Teachers/Chaplain
Implement reactive strategies – fortnightly goal setting for those attending <85%, Form letters, support through Guidance Officer (& NGOs)	95%	Fortnightly	Teachers

Improvement priority – Parent and Community Engagement

Strategy			
Communications plan to promote MVSC to the community			
Actions	Targets	Timelines	Responsible Officer/s
Develop networks with local principals to enhance the collegiality between state schools (local primary schools and Gympie Alliance)	Once per term	Four times per year	Principal
Greater school representation in community events	Twice per term	All year	All staff
Use multiple communication channel to communicate with parents – Imbil News, email, SMS, facebook, website, newsletter, qparent	95% parents communicated with each week	Every week	All staff

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	163	89	74	10	79%
2016	151	86	65	15	87%
2017	155	77	78	13	82%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Our students are drawn from the township of Imbil and from surrounding rural areas. The college is serviced by four bus runs that deliver students to and from the school each day. A growing percentage of enrolments is transient, coupled with low social economic indicators. The school caters for a small number of students identifying as Indigenous, less than 2% of the population. The Special Education Program supports approximately 4% of the enrolment identified as Students with Disabilities.



On occasion, very few students with English as a second language and students in care, form part of the student community. The school has seen a steady growth in enrolments since April 2016.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	19	19
Year 4 – Year 6	22	23	27
Year 7 – Year 10	15	9	12
Year 11 – Year 12	N/A	N/A	N/A

Curriculum Delivery

Our Approach to Curriculum Delivery

The curriculum at Mary Valley State College has been established across four learning junctures:

- Early Years – Prep to 3
- Primary – Years 4 to 6
- Junior Secondary – Years 7 to 9
- Senior Secondary – Year 10

Teachers implement the national curriculum through the Australian National Curriculum (C2C units) for English, Mathematics, Science, Geography, History and Health and Physical Education. German is the LOTE student by students in Years six to eight. Year 9 and 10 elective subjects include Food and Textiles, Graphics, Art, Industrial Technology Design (Woodwork & Metal Work) and Business/Economics/Coding.

Our curriculum is supported by specialists visiting the school in areas of Music and Instrumental Music. Secondary specialists also support the learning of primary students in the areas of Physical Education, Technology and The Arts.

Mary Valley State College has embraced and embedded a number of whole school initiatives to raise the academic profile of the school -

- Prep to Year 6 Reading Program
- Daily Rapid Reading
- Read to Succeed
- Whole College Numeracy Program
- Coding/Robotics – Prep, Year 4/5, Year 7 to Year 10

Co-curricular Activities

A focus on sustainability has been implemented across the school. Our curriculum is enhanced through a wide range of extra curricula activities including:

- Edible garden, composting and recycling program
- Sporting participation; Art/Photography exhibitions – an annual Bush Haven Creativity Award
- School leadership camps with different camps for P – 3; 4 – 6 and 7 – 10
- ANZAC Day memorial service
- Maths Team Challenge
- Book Week
- Rally Queensland Awards
- Work experience, work placements
- Sporting Schools (Primary and secondary)
- Coding & Robotics Club (2 x lunchtimes per week)
- Fitness Challenge
- Mentoring Program (Gympie Volunteer Centre) – 12 students (Year 5 to Year 10)
- Rock & Water Training (Chappy Bek)
- Sporting Schools Australia Program – Cricket, Soccer and AFL

How Information and Communication Technologies are used to assist and improve learning

Students at Mary Valley State College have access to two computer labs. Every classroom is equipped with an interactive whiteboard. Many classrooms have a small bank of computers connected to the school network. ICTs are used in our everyday



teaching and learning programs. Teachers and students access digital technologies to teach, research, assess, communicate and work in group activities.

Laptops have been purchased to enable all students in Years 9 and 10. Students may also have access to their own personal laptop at school. Wireless technology is available on the primary and secondary campuses which ensures students have access to the school network in all secondary classrooms. Primary students have shared access to a sets of iPads for use in classrooms.

Mary Valley State College has a strong working relationship with Gympie State High School (state-wide coding hub for the Department of Education and Training). Coding and robotics are being trialled in a number of classrooms across the school as a key part of the STEM program.

Social Climate

Overview

Mary Valley State College has a strong, supportive school community that combines the efforts of students, teachers, families and school staff, who all work together towards the goal of achieving a supportive school environment where everyone feels safe and valued. In supporting our students and wider community we offer Religious Education, Guidance Officer Counselling, access to a School Based Youth Health Nurse and chaplain. Our chaplain and school nurse work together with teachers to provide a pastoral care program for students in years 7 to 10 incorporating peer skills, and Man Clan. As part of our whole school approach to school wide positive behaviour and encouraging and developing resilience amongst our students, weekly lessons are taught focusing on expected behaviours.

The school leadership program enables children from all year levels to demonstrate and build on their leadership capabilities. Students from Years 6 to 10 have opportunities to be class representatives, school sustainability ambassadors, house captains and school captains. Parental and community member involvement is encouraged and valued in all school and classroom activities. Weekly assemblies are held each Friday to celebrate our school and student achievements with all members of the school community.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	86%	100%	100%
this is a good school (S2035)	71%	89%	100%
their child likes being at this school* (S2001)	86%	100%	100%
their child feels safe at this school* (S2002)	86%	100%	100%
their child's learning needs are being met at this school* (S2003)	71%	89%	100%
their child is making good progress at this school* (S2004)	71%	89%	100%
teachers at this school expect their child to do his or her best* (S2005)	86%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	100%
teachers at this school motivate their child to learn* (S2007)	57%	89%	100%
teachers at this school treat students fairly* (S2008)	71%	78%	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)	71%	100%	100%
this school takes parents' opinions seriously* (S2011)	57%	100%	100%
student behaviour is well managed at this school* (S2012)	43%	78%	100%
this school looks for ways to improve* (S2013)	71%	89%	100%
this school is well maintained* (S2014)	86%	100%	93%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	90%	100%
they like being at their school* (S2036)	90%	90%	98%
they feel safe at their school* (S2037)	93%	91%	99%
their teachers motivate them to learn* (S2038)	94%	94%	99%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	93%	99%
teachers treat students fairly at their school* (S2041)	90%	87%	94%
they can talk to their teachers about their concerns* (S2042)	81%	89%	93%
their school takes students' opinions seriously* (S2043)	84%	90%	98%
student behaviour is well managed at their school* (S2044)	79%	88%	95%
their school looks for ways to improve* (S2045)	94%	97%	99%
their school is well maintained* (S2046)	97%	91%	100%
their school gives them opportunities to do interesting things* (S2047)	94%	90%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	81%	96%	93%
they feel that their school is a safe place in which to work (S2070)	86%	96%	96%
they receive useful feedback about their work at their school (S2071)	71%	100%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	87%	75%
students are encouraged to do their best at their school (S2072)	90%	100%	100%
students are treated fairly at their school (S2073)	95%	100%	100%
student behaviour is well managed at their school (S2074)	90%	96%	92%
staff are well supported at their school (S2075)	67%	96%	89%
their school takes staff opinions seriously (S2076)	70%	96%	93%
their school looks for ways to improve (S2077)	86%	96%	96%
their school is well maintained (S2078)	81%	100%	93%
their school gives them opportunities to do interesting things (S2079)	81%	96%	93%

* 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

Parental involvement is vital to ensure a successful education for students. At Mary Valley State College, parents are continually encouraged to attend all school activities to support students and teachers.

Strategies include:

Class level parent/teacher meetings at the beginning of the school year.

Parent teacher interviews offered twice a year.

Parents offered opportunities to undertake support-a-reader and support-a-writer training.

Parents supporting reading in classrooms.

Informative weekly newsletters.
 Parent consultation is made in relation to any educational adjustments to assist students with diverse needs.
 Active Parents and Citizens Association.

Respectful relationships programs

Mary Valley State College has a whole school approach to respectful relationships education, that uses the curriculum, school practices (including the use of pastoral care programs and/or specialised programs) and the school community to build a culture that seeks to prevent gender based violence, through the building of respectful relationships. The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

The programs on offer to support this include:

- Curriculum related topics (Science and Health and Physical Education curriculum)
- Rock and Water
- Girls Group – Anglicare
- Gympie Volunteer Centre Mentoring
- School Based Youth Health Nurse - Mental, physical and sexual health and gender equality
- Reboot Program
- Ditto Protective Behaviours Program
- Life Ed Van
- Man Clan
- Day for Daniel
- International Women's Day

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	45	30	33
Long Suspensions – 11 to 20 days	2	0	3
Exclusions	1	0	1
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Students and staff are involved in a range of strategies aimed at teaching students how to reduce their environmental footprint within the school and at home. Students engage in a recycling program through Cleanaway, aimed at reinforcing the recycling message and minimising waste.

Students support a packaging free lunch, sorting of rubbish and taking home landfill waste, providing compost for the edible garden.

The school has a solar system that generates electricity for our use with excess going back into the grid. Students and teachers can monitor usage through the Solar School's network site.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	79,016	3,407
2015-2016	52,545	656
2016-2017	165,553	1,135

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

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

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	17	15	0
Full-time Equivalent	15	9	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	14
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$17,179.03

The major professional development initiatives are as follows:

Providing opportunities to deepen staff knowledge of Australian Curriculum Assessment and Reporting Authority with the Numeracy Coach and a Literacy Coach across our two priority learning areas - Reading and Numeracy - for coaching, modelling and reflective practice -

- Reading comprehension strategies
- Daily Rapid Reading Training
- Numeracy – Place Value (in line with the North Coast Region Numeracy initiative)

Providing opportunities to increase the pedagogical knowledge and behaviour management knowledge -

- PBL Tier II
- Marzano's Art and Science of Teaching training
- Reboot
- Essential Skills of Classroom Management
- Profiling
- Peer Skills

Providing opportunities for additional training to support student learning and whole school regional and departmental priorities -

- Certificate IV WT & A; Work Place Health and Safety
- Regional Music Workshop

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

This section outlines key student outcomes in relation to student attendance and NAPLAN.

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	87%	84%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

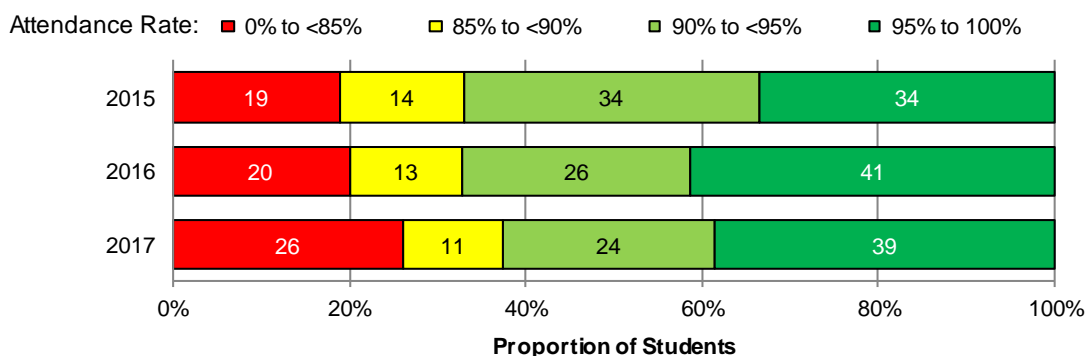
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	91%	92%	93%	93%	92%	92%	93%	90%	82%	78%		
2016	92%	90%	93%	90%	92%	91%	94%	92%	86%	92%	90%		
2017	86%	91%	92%	96%	92%	91%	92%	90%	87%	84%	89%		

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

Rolls are marked twice per day, once per at the commencement of the day and once after lunch. A list of secondary students who are absent is compiled by 9.30 am each day and shared with staff. Reasons, when provided, are included on the list.

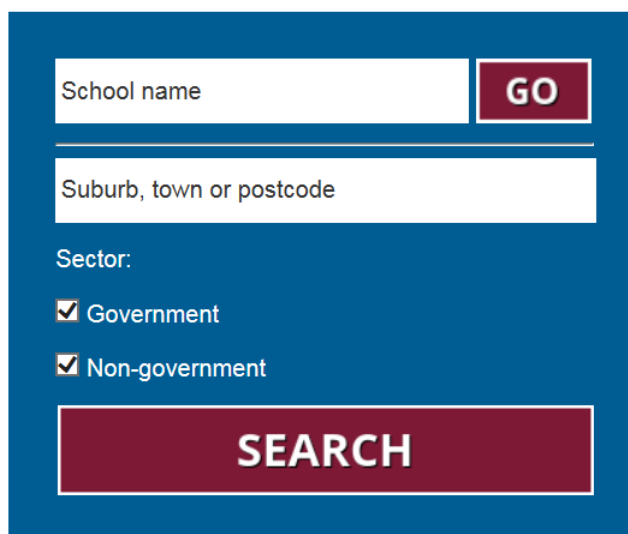
Office personnel contact parents through a reminder system, for those who have not communicated with the school. For students with more regular absenteeism, administration engages parents as to the reasons for non-attendance, through letters, phone calls and meetings. Student attendance is monitored at every lesson with students arriving late or departing early, signing in and out of the office. Attendance of more than 95% is recognised by awards being given to students each term.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked radio buttons: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.