



# Macknade State School



# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

Postal address:	PO Box 60 Macknade via Ingham 4850
Phone:	(07) 4777 2709
Fax:	(07) 4777 2705
Email:	principal@macknadess.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Peter Vigor (Principal)

## School Overview

*Macknade is a small rural school situated 15 Kms north of Ingham. There are two classes, these are aligned as P/1/2, & 3/4/5/6. The students participate in a variety of sports as they occur in the district with many district representations. Staff are constantly researching new teaching and learning methods to enhance the students' learning. The community is heavily involved in the school as in any small rural school and along with the staff are fully committed to providing positive learning experiences for our students. The school is also involved in the community through the annual Ingham Show with cane growing and school displays of work and activities. Macknade State School, with parental support, takes out many awards for the cane each year. The students eagerly assist the parents in the care of the cane. Macknade State School has a fine tradition of providing quality and caring educational activities that stimulate the minds of our local youth as we nurture them on their life's journey.*

*At Macknade State School, student improvement sits at the heart of our teaching practice. We believe in providing teaching and learning opportunities which cater for the diverse needs of our learners, while also maintaining the intent of the curriculum. Elements of The Dimensions of Teaching and Learning and John Fleming's work on explicit teaching are combined to form a guiding framework around which our teachers design their planning, learning sequence and assessment.*

*As teachers we work hard to provide learning experiences to ensure that every day in every classroom, every student is provided with the opportunity to achieve to the best of their ability. When creating any learning experience, teachers seek to understand the readiness of all learners and set challenging and achievable learning goals.*

*As a Learning Community we have high expectations of our staff and our students. We believe we owe our children the opportunity to achieve their absolute best.*

*At Macknade Primary School we aim to establish a supportive learning environment in which relationships, good learning and teaching practices flourish. We want to build an environment in which children are motivated to achieve within a balanced curriculum; challenged by high expectations, and given the opportunity to succeed through a variety of high yield teaching strategies.*

*We strive constantly to improve our practice. We do this by working smarter and by working together. At Macknade, historically we see respectable results from most children and overall we can be pleased at how well our students perform when compared to similar schools across the state.*

### Core values

*Learning involves students in making sense of the world. It is not simply about absorbing information, but is an active process of making links and contextualizing ideas through effective feedback.*

*It is a complex and challenging process and teachers make thousands of decisions about learning and teaching every day. The most critical of these focus on the student.*

*We ask of our students that they are able to articulate these 5 key questions about every lesson:*

*What am I learning?*

*How am I going?*

*How do I know?*

*How could I improve?*

*Where can I go for help?*

*Student outcomes are improved by creating a school environment where teachers and students are learning partners who work consistently to set learning priorities and implement a series of teaching and learning processes to improve student learning outcomes and to reflect upon their practice and the efficacy of each learning experience.*

*Improving levels of student achievement is the core business of all classroom teachers, school leaders, and support staff. At Macknade State School our primary focus will be on improving our children's ability to read and to comprehend. Behind this choice sits 3 core beliefs:*

- 1. Being able to read means being able to learn.*
- 2. Everybody in our community is a teacher of reading*
- 3. No-one should be left behind when it comes to learning*

*Through collaborative planning and teamwork we can improve our performance, not by working extra hours, but by making every moment count in the time we already have. By making informed and timely decisions about the way we delivery lessons and about the abilities and knowledge of each student we can better cater for their learning needs.*

*We need community help if we are to be successful. The teaching of reading is everyone's business and we all need to take a role in supporting our children's growth as readers.*

*So over the next year our school is embarking on a plan to improve reading. Along the way we will be improving the quality of our teaching, improving the way we work together as a community to help our children learn and how we use our resources. We want to build a school of excellence, working together as a team, and constantly striving for high standards.*

## Principal's Foreword

### Introduction

#### **School Progress towards its goals in 2016**

*Many special experiences and relationships help our children learn. This report provides a brief snapshot of the school's performance and character. Of course it is not a complete picture and doesn't reflect the value added to every student who attends Macknade State School.*

#### **Future Outlook**

*In 2016 our goals were to:*

- Improve reading across all curriculum areas.*
- Raise spelling performance*
- Implement the Australian Curriculum*
- Build stronger school /community partnerships*

*Spelling results in NAPLAN were significantly improved and there is healthy personal improvement in Reading across most year levels.*

# 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 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	37	21	16	6	92%
<b>2015*</b>	35	19	16	5	100%
<b>2016</b>	38	19	19	7	97%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

*Our students come from a wide range of socioeconomic backgrounds. Most students have lived all of their lives in small rural settings. We have a small group of families belonging to the Jehovah Witness faith. The remainder identify as Christian. 14% of our students are from Aboriginal or Torres Strait Islander backgrounds. Behavioural standards are very high amongst all of our students.*

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	13	18	18
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our approach to curriculum delivery

*Our school curriculum is based on the C2C multi-age Curriculum and is delivered in Junctures Prep, Years 1-2, Years 3-4 and Years 5-6. All level of achievements are based on the related Guides to making Judgements for each unit and are moderated against the work of similar schools.*

## Extra curricula activities

Our students are involved in a range of extra curricula events such as sport carnivals for: swimming, soccer, touch football, lawn bowls, cross country running, athletics and tennis.

We also participate in Cultural events such as The Ingham arts Festival, Tournament of Minds, Fancy Dress Balls, Arts Council shows and ANZAC Day ceremonies.

In addition, we hold a junior sleep-over at the school and a formal senior school camp outside of the school.

## How Information and Communication Technologies are used to Assist Learning

The School has worked with the P&C to ensure the classrooms are well resourced with a current student to computer ratio of better than 2:1. Computers are used as learning tools for research, exploring concepts and expressing ideas in all subject areas. All superseded computers are set up as community useable devices in the multipurpose hall.

Digital devices and tablets are readily available to students to add to their digital capabilities.

## Social Climate

### Overview

The gift Macknade State School gives to all of its students is the feeling of being safe, well cared for and that everyone counts. This allows the students to take appropriate learning risks and be confident learners.

The school works with the local community to foster respectful relationships that promote student learning and the school community is acknowledged and valued.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	DW	90%
this is a good school (S2035)	100%	DW	90%
their child likes being at this school* (S2001)	75%	DW	100%
their child feels safe at this school* (S2002)	75%	DW	100%
their child's learning needs are being met at this school* (S2003)	75%	DW	90%
their child is making good progress at this school* (S2004)	100%	DW	90%
teachers at this school expect their child to do his or her best* (S2005)	75%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	80%
teachers at this school motivate their child to learn* (S2007)	75%	DW	90%
teachers at this school treat students fairly* (S2008)	75%	DW	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	80%
this school works with them to support their child's learning* (S2010)	75%	DW	70%
this school takes parents' opinions seriously* (S2011)	75%	DW	80%
student behaviour is well managed at this school* (S2012)	75%	DW	90%
this school looks for ways to improve* (S2013)	75%	DW	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school is well maintained* (S2014)	100%	DW	80%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	93%
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%
they can talk to their teachers about their concerns* (S2042)	100%	100%	93%
their school takes students' opinions seriously* (S2043)	100%	100%	86%
student behaviour is well managed at their school* (S2044)	100%	100%	85%
their school looks for ways to improve* (S2045)	100%	100%	93%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	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%	83%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	80%	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

We pride ourselves in providing easy access for parents to discuss their children's performance. And progress towards set goals. All senior class students take home a weekly report which details their weekly spelling, number facts, in class curriculum foci for Mathematics and English, attendance and the student's behaviour.

All curriculum adjustments are made to assist students with diverse needs to access and participate fully at school and are made in consultation with specialist providers and parents.

### Respectful relationships programs

Macknade State School uses the You Can Do It whole school positive behaviour framework to encourage our desired behaviours. We have 4 goals: Be responsible, be respectful, be safe and be a good learner. There are 5 keys to use in order to achieve the goals Confidence, Persistence, Organization, Getting Along and Resilience.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

### School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Our staff and students work together to create a peaceful and aesthetically beautiful school environment using sustainable gardening and water conservation techniques.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	23,073	503
2014-2015	18,616	
2015-2016	18,463	

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

## School Funding

### School income broken down by funding source

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

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



## Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	6	0
Full-time Equivalent	3	3	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	3
Diploma	1
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 2016 were \$10213.21

The major professional development initiatives are as follows:

*Autism and working with students with disabilities*

*Reading*

*Spelling*

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	94%

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

From the end of the previous school year, 81% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	90%	94%

\*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 2016 for all Queensland Primary schools was 93%.

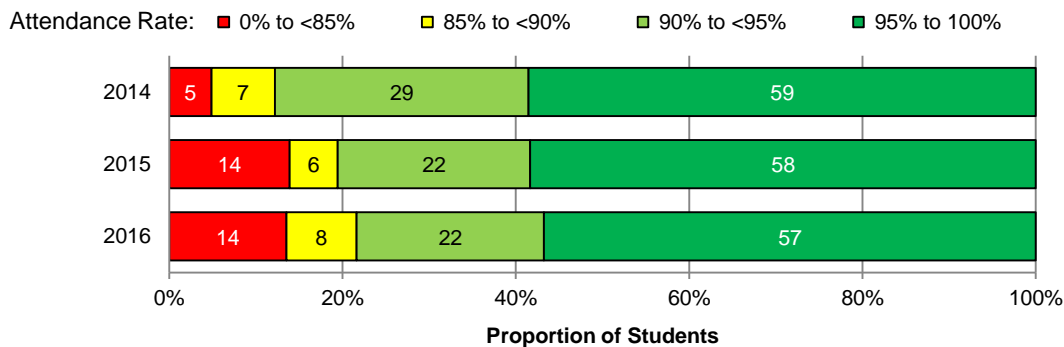
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	85%	93%	93%	96%	97%	97%	96%					
2015	86%	95%	94%	95%	95%	97%	99%						
2016	91%	92%	94%	93%	91%	96%	94%						

\*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 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 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.

*Classroom attendance is monitored by both staff and students. All absences must be explained or a call is made to follow up with parents. All rolls are electronically marked with a hard copy back-up also being available to relief teachers.*

*Gotchas are given for 100% attendance for the week as well as this certificates and prizes at the end of each term.*

*Annual perfect attendance is recognised with annual awards.*

## 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

---

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 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.