



# Macknade State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



## Contact Information

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# School Overview

*Macknade is a small rural school situated 15 kms north of Ingham. Classes are aligned as P/1/2 and 3/4/5/6. Our students participate in a variety of sports as they occur in the district with some students being district representatives. Staff are constantly researching new teaching and learning methods to enhance student 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. 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 State 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 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 this year is 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.*

*We need community support 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. 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 2017

This report provides a brief snapshot of the school's performance and character. Essentially, it is not a complete picture and does not reflect the value added to every student who attends Macknade State School.

In 2017 our goals were:

**90% of students to achieve a 'c' or better in English and Math in all year levels.**  
Status – achieved.

*Measures to support this goal:*

- 94% attendance school wide.
- 90% of students achieving the school's reading benchmarks
- All students can answer the 5 key questions for students.

**30% of students in year 3 and 5 achieve in the upper 2 bands in NAPLAN Reading, Spelling and Numeracy.**  
Status – exceeded.

*Measures to support this goal:*

- 60% participation in extra-curricular Higher Order Thinking activities school wide
- 90% of students achieving the school's reading benchmarks for their year levels.
- All students can answer the 5 key questions.

I4S funding in 2017 was used to enhance writing and spelling programs, develop reading practices to ensure children attained their chronological reading age, facilitate professional learning for teachers, and extend student learning and engagement in ICT to support and enhance reading and writing activities.

### Future Outlook

School Improvement Priorities 2018	
Whole school approach to writing	Target
Staff collaboratively develop a school writing framework outlining expectations and formalise high yield writing strategies for whole school.	90% of children achieving A-C in writing. 50% Up 2 Bands for Writing (Yr 3 and Yr 5)
Build capability of whole staff in the teaching of Writing through intensive coaching processes and targeted professional development.	Positive feedback in all lesson observations.
Provide balanced literacy blocks 4 times a week that focus on grammar, punctuation, word knowledge and textual understanding.	90% of children achieving A-C in writing. 50% Up 2 Bands for Writing (Yr 3 and Yr 5)
Implement the use of Writing strategies explicitly taught in Literacy blocks, into all writing tasks, in all learning areas.	90% of children achieving A-C in writing.
Staff unpack the reading and writing demands of the curriculum and use the literacy continuum to provide clarity for teaching the elements of writing.	90% of children achieving A-C in writing. 50% Up 2 Bands for Writing (Yr 3 and Yr 5)
Monitor students' writing progress	
Build teacher capability in moderation by using pre-tests mid-point and post-test to determine student progress in writing tasks, and collaboratively reflect and plan the teaching strategies that will enhance student outcomes.	90% of children achieving A-C in writing. 50% Up 2 Bands for Writing (Yr 3 and Yr 5)
Develop and implement students' goals in all classrooms by using weekly reports to record individual targets.	100% of students set writing goals.
Build teacher capability in providing quality feedback on student writing to enhance student outcomes.	90% of children achieving A-C in writing. 50% Up 2 Bands for Writing (Yr 3 and Yr 5)
Implement the use of success criteria at the lesson level, to help children self-assess and improve writing outcomes.	90% of children achieving A-C in writing. 50% Up 2 Bands for Writing (Yr 3 and Yr 5)

# Our School at a Glance

## School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** No  
**Year levels offered in 2017:** Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	35	19	16	5	100%
2016	38	19	19	7	97%
2017	33	15	18	3	84%

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 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	2015	2016	2017
Prep – Year 3	18	18	19
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

## 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 small schools.

### Co-curricular Activities

Our students are involved in a range of co-curricular events such as sport carnivals for: Swimming, soccer, touch football, cross-country running, netball, athletics and tennis.

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

Our school works closely with the P&C to ensure that classrooms are well resourced with a current student to computer ratio of better than 2:1. Computers are key learning tools for research, exploring concepts and expressing ideas in all subject areas.

In 2017, Macknade State School continued to enhance learning for students through the use of ICTs. ICT resources include:

- Computer lab areas in each classroom that include desktop computers and laptops.
- Wireless network capabilities throughout classrooms.
- iPads for students with special needs.
- Digital cameras, digital microscopes and video cameras are available for classroom use.
- Electronic whiteboards in every classroom.

These resources have proved very successful and the school will continue to investigate the best ways to use these new devices for optimising student engagement and outcomes. It is imperative that teachers use digital pedagogical practices within their day to day practice. Teachers can plan to deepen student understanding and consolidate ICT skills, scaffold new ICT learning and encourage students to apply that learning in situations that are relevant to them.

## Social Climate

### Overview

The gift Macknade State School provides 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. During 2017, Macknade State School appointed our "Adopt a Cop" from the local Halifax Police Station as an extra resource to support our students.

Macknade State School teaches the core values of being responsible, being safe, being a learner and being respectful which are expressed in the **Macknade Charter of Expectations** and sets out the key expectations of the school, the students and the parents.

### 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)	DW	90%	100%
this is a good school (S2035)	DW	90%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	90%	100%
their child is making good progress at this school* (S2004)	DW	90%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	80%	88%
teachers at this school motivate their child to learn* (S2007)	DW	90%	100%
teachers at this school treat students fairly* (S2008)	DW	90%	88%
they can talk to their child's teachers about their concerns* (S2009)	DW	80%	88%
this school works with them to support their child's learning* (S2010)	DW	70%	88%
this school takes parents' opinions seriously* (S2011)	DW	80%	75%
student behaviour is well managed at this school* (S2012)	DW	90%	88%
this school looks for ways to improve* (S2013)	DW	90%	100%
this school is well maintained* (S2014)	DW	80%	100%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	93%	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%	94%
they can talk to their teachers about their concerns* (S2042)	100%	93%	100%
their school takes students' opinions seriously* (S2043)	100%	86%	88%
student behaviour is well managed at their school* (S2044)	100%	85%	94%
their school looks for ways to improve* (S2045)	100%	93%	100%
their school is well maintained* (S2046)	100%	100%	94%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	94%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%	83%	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%	83%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	80%	100%	83%
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. During 2017, all senior class students took home a weekly report detailing their achievements in their weekly spelling, number facts, in class curriculum foci for Mathematics and English, attendance and the student's behaviour.

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, parents and relevant stakeholders.

## Respectful relationships programs

Macknade State School uses the "You Can Do It" whole school positive behaviour framework to encourage our desired behaviours.

We have four goals:

- Be responsible;
- Be respectful;
- Be safe; and
- Be a good learner.

There are five keys to use in order to achieve the goals:

- Confidence;
- Persistence;
- Organization;
- Getting Along; and
- Resilience.

Students also participate in a weekly pastoral care program delivered by instructors from Combined Faith Group, Ingham.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## 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 practices and water conservation techniques.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	18,616	
2015-2016	18,463	
2016-2017	38,149	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	6	0
Full-time Equivalents	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 2017 were \$7818.60.

The major professional development initiatives are as follows:

- QASSP Conference (Principal)
- Positive Behaviour Management (PBM)
- First Aid – 7 staff
- Roadshow and Learning Fairs
- Principal's Conference

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%	94%	97%

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

From the end of the previous school year, 59% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	94%	98%

\*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 Primary schools was 93%.

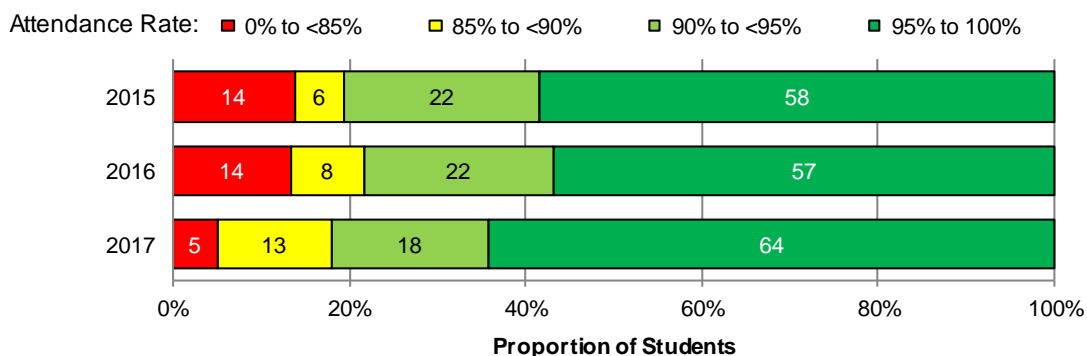
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	86%	95%	94%	95%	95%	97%	99%						
2016	91%	92%	94%	93%	91%	96%	94%						
2017	94%	94%	94%	98%	94%	96%	DW						

\*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.

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 a certificate or prize at the end of each term.

Annual *perfect attendance* is recognised at our end of year Rewards Night.

## 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.

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Non-government

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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.