Macknade State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

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 information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Rhonda Hawthorne, Principal

From the Principal

School overview

Macknade is a small rural school situated 15 Kms north of Ingham. Classes are aligned as P-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. Our local 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 partnered with the IMPACT Centre to offer students a range of extension Writing, Numeracy, Critical Thinking, Digital Technology and Design Technology online courses to equip our students with 21st Century skills. 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.

School progress towards its goals in 2018

Our school priorities for 2018 were to:

To improve writing outcomes for all students

Whole School approach to writing	
Actions	Targets
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 which 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	
Actions	Targets
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)
Provide opportunities for independent writing activities to gauge student capabilities and improve student outcomes in NAPLAN writing tasks.	90% of children achieving A-C in writing. 50% Up 2 Bands for Writing (Yr 3 and Yr 5)

Lifting our top students

Differentiation	
Actions	Targets
Teachers analyse their own class data and use this data to inform next steps in teaching.	50% UP2 bands for reading and Writing (Yr 3 and Yr 5)
Identify next steps for children who are achieving 'A' standard in the LOA data through use of the Blooms Taxonomy Framework to further extend their learning.	50% UP2 bands for reading and Writing (Yr 3 and Yr 5)
Implement Gifted and Talented learning opportunities or projects within the school to further extend high achieving students.	50% UP2 bands for reading and Writing (Yr 3 and Yr 5)
Use 'Know, Do and Thinking' tables to include higher order thinking skills to enrich and broaden thinking of students.	50% UP2 bands for reading and Writing (Yr 3 and Yr 5)
Set individual learning targets relating to assessment tasks.	50% UP2 bands for reading and Writing (Yr 3 and Yr 5)

In 2018, 100% of our year 3 students achieved upper 2 bands in NAPLAN numeracy, whilst achieving numerically equal to or above the Nation in reading, spelling, grammar and punctuation. Our year 5 cohort achieved results *statistically similar to the Nation; numerically equal to or above the Nation* in reading, writing, spelling, grammar and punctuation.

Goals set for writing improvement to achieve upper 2 bands in NAPLAN writing, were not met this year and writing improvement and participation in whole school writing programs remain the goal, moving forward to 2019 and beyond.

Professional development for teachers was targeted to writing improvement with staff attending Sheena Cameron's writing improvement training. The gradual release of responsibility for teaching the whole school program, shifted from the Principal to classroom teachers, during the course of semester 2. Balanced literacy blocks were streamed across the school and took place four times a week. All students demonstrated considerable growth in reading achievement levels from pre-post testing in reading across the year.

In addition to our whole school writing program, a number of our students participated in extension programs through our partnership with the IMPACT Centre in Brisbane, via online lessons to improve their writing. During semester 2, one student had the opportunity to be included in critical thinking, a 21st Century Skill. Results achieved by all students from pre-post testing in each of the programs, demonstrated extensive growth with one significant improvement from 60% to 100% from pre-post testing.

Due to the success of the IMPACT programs, funding is allocated for our students in 2019 to continue this partnership via our inclusion in the Technology pilot to enable our students to learn Digital Technology and Design and Technology through the Centre.

A-C achievement targets were met in some year levels however a contributing factor impacting heavily on student achievement is student attendance. In 2018, 27% of our students attended school <85% of the time.

Future outlook

School Improvement Priorities 2019

To improve writing outcomes for all students

Strategy – Whole school approach to writing			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Build capability of whole staff in the teaching of writing through intensive coaching processes and targeted professional development.	Positive feedback in all lesson observations	Ongoing	Principal
Embed 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 English.		Principal All staff
Embed balanced literacy blocks 4 times a week, which focus on grammar, punctuation, word knowledge and textual understanding.	50% Upper 2 Bands for Writing in Years 3 and 5 NAPLAN.		Principal
Teachers continue to use the literacy continuum to provide clarity for teaching the elements of writing.			Principal/teachers
Strategy – Monitor student's writing progress			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Embed the use of success criteria at the lesson level, to help students self-assess and improve writing outcomes.	90% students achieving A-C in English	Term 1	Principal
Build staff capability (to include Teacher Aides) in providing quality feedback on student writing.	50% Upper 2 Bands for NAPLAN writing		Principal
Embed the use of comprehensive and challenging learning goals for each student based on a writing data set, to target improvement and continued growth in the craft of writing.	100% of students set writing goals	Ongoing	Principal/Teachers

Lifting our top students

Strategy			
Actions	**Targets**	**Timelines**	**Responsible Officer/s**
Identify next steps for students who are achieving 'A' standard in the LOA data through use of the Blooms Taxonomy Framework, to extend their learning.	50% Upper 2 Bands for reading and writing (Year 3 and Year 5 NAPLAN)	Term 3	Principal/Teachers
Embed Gifted and Talented learning opportunities such as including students in the IMPACT program, to promote deep learning through higher order thinking to extend high achieving students.		Ongoing	
Teachers analyse their own class data and use it to inform the next steps in teaching.			

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school No

Year levels offered in 2018 Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	38	33	26
Girls	19	15	11
Boys	19	18	15
Indigenous	7	3	2
Enrolment continuity (Feb. – Nov.)	97%	84%	67%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	18	19	10
Year 4 – Year 6			9
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 school has implemented the Australian Curriculum which consists of eight learning areas, seven general capabilities and three cross-curriculum priorities. We teach the C2C multi-age Units that are delivered in Junctures Prep, Years 1-2, Years 3-4 and Years 5-6. All 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 sports carnivals for:

Swimming, soccer, touch football, cross-country running, netball and athletics.

Throughout the year, students participate in excursions and events such as Under 8s Day, *Simultaneous Story Time,* Book Week and Arts Festivals. During 2018, Macknade State School students won *1st Place* in the Ingham Arts Festival (Choral Primary Choirs). Students were also participants in a Music Video created by Small Town Culture, a Music and Film Production Company, featuring a song Macknade students wrote about our school.

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 2018, 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.

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

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

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	100%	83%
• this is a good school (S2035)	90%	100%	83%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	83%
• their child's learning needs are being met at this school* (S2003)	90%	100%	100%
• their child is making good progress at this school* (S2004)	90%	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)	80%	88%	83%
• teachers at this school motivate their child to learn* (S2007)	90%	100%	83%
• teachers at this school treat students fairly* (S2008)	90%	88%	83%
• they can talk to their child's teachers about their concerns* (S2009)	80%	88%	83%
• this school works with them to support their child's learning* (S2010)	70%	88%	83%
• this school takes parents' opinions seriously* (S2011)	80%	75%	83%
• student behaviour is well managed at this school* (S2012)	90%	88%	83%
• this school looks for ways to improve* (S2013)	90%	100%	83%
• this school is well maintained* (S2014)	80%	100%	83%

* 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.

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	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%	94%	100%
• they can talk to their teachers about their concerns* (S2042)	93%	100%	100%
• their school takes students' opinions seriously* (S2043)	86%	88%	100%
• student behaviour is well managed at their school* (S2044)	85%	94%	100%
• their school looks for ways to improve* (S2045)	93%	100%	100%
• their school is well maintained* (S2046)	100%	94%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	94%	100%

Percentage of students who agree# that:	2016	2017	2018

* 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)	83%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	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)	83%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	83%	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. During 2018, parent and community engagement was at an all time high as this year we celebrated *125 Years of Quality Education* at Macknade State School. Our *125 Year Committee* consisted mostly of past students, who worked tirelessly all year to fundraise, create a magazine and organize a spectacular evening attended by 400 guests, including key stakeholders of this community.

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 education 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. Students participate in the "Bullying – No Way" program which is conducted annually but provides weekly topics and lessons to provide children with strategies to use when confronted by a bully.

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	1	1
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

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	18,463	38,149	24,740
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

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.

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	6	5	<5
Full-time equivalents	3	2	<5

*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
Doctorate	
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	3
Diploma	1
Certificate	

*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 staff professional development in 2018 was $11,318.00.

The major professional development initiatives are as follows:

- Attendance at QASSP Conference Brisbane (Principal)
- First Aid – 7 staff (teachers and support staff)
- Learning Fair (Principal)
- Positive Schools Conference – 3 teachers
- Sheena Cameron Workshop – 3 teachers
- Unity is Strength – Teacher Aides

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.	94%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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%	95%	90%
Attendance rate for Indigenous** students at this school	94%	98%	81%

* 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		Year level	2016	2017	2018
Prep	91%	94%	90%		Year 7			
Year 1	92%	94%	92%		Year 8			
Year 2	94%	94%	92%		Year 9			
Year 3	93%	98%	89%		Year 10			
Year 4	91%	94%	89%		Year 11			
Year 5	96%	96%	91%		Year 12			
Year 6	94%	DW	91%					

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	14	8	22	57
2017	5	13	18	64
2018	22	5	22	51

Proportion of Students
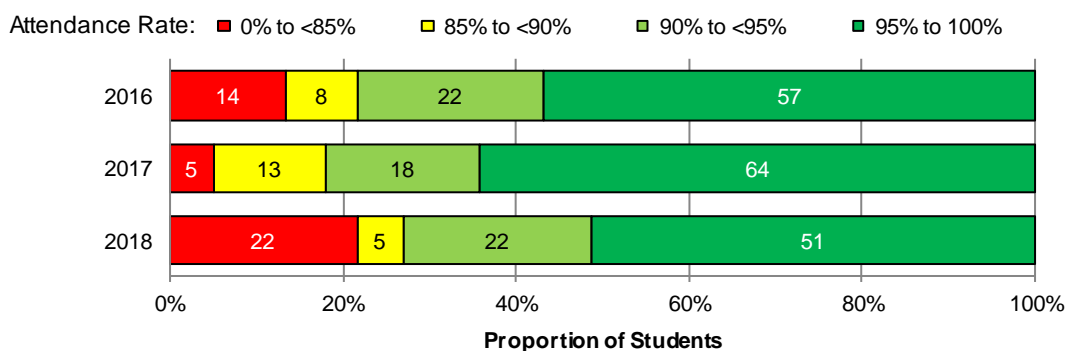
Description of how this school manages non-attendance

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.

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. Rolls are marked every morning and immediately after second break. When students do not meet the attendance requirements of the compulsory schooling or compulsory participation phase for part days and longer periods, the Principal follows up with parents/carers, and enacts the procedures of Education (General Provisions) Act 2006.

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 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.