Principal’s foreword

Introduction

This report provides parents and members of the Macleay Island State School community with specific information about our school’s activities, development and performance over the past year. It provides insights on programme development, teaching and learning foci, community partnerships and standards achieved by our students. It highlights our strengths and identifies areas for development and improvement in 2012.

This report is a snapshot of Macleay Island State School and parents are encouraged to contact the school to gain a complete picture of the school.

School progress towards its goals in 2011

It is pleasing to report that Macleay Island State School has either achieved, or is well on the way to achieving, all the goals set for 2011 as indicated below. In 2011 the school participated in a Teaching and Learning Audit and the results of this audit contributed to Macleay Island State School being listed among Queensland’s 2011 Most Improved Schools which affirmed our teaching staff’s work on curriculum reform in 2011.

Our school programmes in English, Maths and Science align with the National Curriculum and are being implemented. Teachers are using our school Assessment Matrix to ensure each student’s learning journey is mapped.

Teachers have worked cooperatively with each other and the Head of Curriculum to plan term teaching and learning programmes.

A school wide intervention programme has been developed and is being implemented with identified students.

LOTE has been implemented for our Year 6 & 7 students.

Our School Wide Positive Behaviour Programme was reviewed with changes to be implemented in 2012 and as a result of this review we are set to move into Tier 2 in 2012. In 2011 we implemented our Anti-Bullying Programme and all students participated in this programme.

A number of parent information sessions have been offered and a good number of parents and community members have taken advantage of these sessions to become more familiar with what and how students are being taught.
Future outlook

The explicit improvement agenda for Macleay Island State School during 2012 is improved student outcomes in Literacy, Numeracy and Science delivered within a School Wide Positive Behaviour framework. To achieve this, the following will occur:

* Implement National Curriculum and professional development in the nominated curriculum areas.
* Staff to participate in moderation with Russell Island to ensure consistency of standards
* Professional discussions between teachers to ensure best practice is consistent across the school
* Teachers to participate in coaching and feedback sessions to reflect on their teaching practices to ensure consistency and best practice.
* A culture of learning be embedded at Macleay Island State School
* Improve student attendance rates
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>239</td>
<td>1</td>
<td>1</td>
<td>78%</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Of the 239 students at Macleay Island State School 17% have a cultural background that is not Australian and 7% of students are identified as indigenous. A variety of religious affiliations are listed for our students and approximately 1.2% of students spend a significant proportion of time at home speaking a language other than English. Our students come from families of very diverse structures and a wide range of family income. The school is identified as a low-socio economic school which has resulted in us becoming a National Partnership school. The school experiences a high transiency rate among students.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.3</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>N/A</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.5</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>65</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>3</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings are:
Lote – Japanese
Arts programme for all students
Oral language programme for Prep students and identified students
Early intervention programmes for identified students
Extension programme for identified students

Extra curricula activities:
Year 7 Transition Programme
Instrumental Music Programme including Drum Corp
Learning Support teacher provides oral language programme at weekly Playgroup meeting
Pre-Prep programme runs in term 4
Reader’s Cup Challenge
Cluster Sport Days
School Dances
Local Sporting bodies provide instruction at school at designated times

How Information and Communication Technologies are used to assist learning:
Within our school we have a full class set of computers in our Digihub and classes are rostered to use these facilities throughout the week. In the Library we have the equivalent of half a class set of computers that are available for classes and each classroom has at least 2 computers in the room. All computers have internet access and are networked. Within each teaching area there is an Interactive Whiteboard and teachers have received training on how to use these boards as a teaching/learning tool.
We also have a set of digital cameras that are used for a variety of purposes to assist learning.
Information and Communication Technologies in the school are used in a variety of ways to assist learning including:
As a research tool
As a tool to present information, stories etc
As a tool to demonstrate concepts being taught
As a tool to assist the practising of skills taught
As a tool to provide online learning through specific targeted programmes

Social climate

We aim to provide an environment in which students feel safe and supported. Our four school rules underpin this goal and can be encapsulated in four statements:
Our school at a glance

I am respectful
I am responsible
I am cooperative
I am a participant

The school participates in the School Wide Positive Behaviour Support Programme (SWPBS) and late in 2011 we undertook a review of our progress with this programme and a number of initiatives will be implemented in 2012 as a result of this review, including a change to our school rules. Our behaviour management processes not only provides consistent consequences for inappropriate behaviour but also acknowledges the large percentage of students who are always displaying a high standard of behaviour.

As part of the SWPBS programme we continue to:
* focus on a rule of the week and explicitly teach what that rule looks like, sounds like and feels like
* implement an Anti-bully programme with lessons being explicitly taught in the classroom
* ensure parents are very much partners with the school in responding to concerns or celebrations in regards to student behaviour.

Late in 2011 negotiations between NAPCAN (Preventing Child Abuse) and the school resulted in our classroom teachers being trained in the Growing Respect Programme which will be implemented in 2012. Our school, Victoria Point State High School and Bay Island Early Learning and Care are piloting this programme in Queensland in 2012 in collaboration with NAPCAN.

To encourage students to take on leadership roles the following programmes are part of the school:

Year 7 Leadership Programme is provided to year 6 students to prepare them for the leadership roles they will take on in year 7

The student council met this year and this provided opportunity for students to take on leadership roles under the guidance of one of our teachers. They participated in activities such as fundraising for community groups and providing guidance for the school on sustainability issues.

The Year 7 Transition Programme took place in term 4 to assist our year 7 with their transition to high school. This programme is implemented in partnership with Victoria Point State High School, Lifeline and some local community businesses.

A Lifeline School Based Counselling service is hosted at the school to provide additional access for students who may otherwise not be able to, or may not otherwise access such a service. In 2011 an application was made to access a grant to enable the school to employ a chaplain and the results of this application will be known in 2012.

Our Special Needs Committee continues to drive the school response to the additional needs of students present within our community. Learning, emotional, social, disability, economic and safety needs continue to be addressed through the recommendations for action made by this committee.

The school remained a National Partnership School in 2011 based on the community’s low socio economic status and this has enabled us to:

* Engage a Community Liaison Officer one day a week to provide some programmes to support the stated needs of our school community.
* Provide extra learning support for our students through the employment of another Learning Support teacher and teacher aides for 4 days per week.
Our school at a glance

Parent, student and teacher satisfaction with the school

2011 saw a significant increase in the overall satisfaction of parents with the school and the education offered by our school. Student satisfaction levels in relation to them getting a good education at our school also reflected a small increase. 2011 saw staff professional development focus on ensuring best practice in the teaching of literacy in our classrooms and teacher satisfaction with access to professional development reflected a significant increase. A decrease in those teachers satisfied with staff morale was recorded in 2011. This result could be aligned with the increased expectations and accountability directed towards teachers, as new processes were implemented to ensure each student’s progress was plotted and intervention put in place for all identified students.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>82%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>64%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>56%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>39%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parent and community involvement in the school during 2011 took a variety of forms. Parents were actively invited to participate in their child’s class and some took advantage of this offer and provided support in classrooms especially during reading groups. The Beam Programme was offered a number of times during 2011 and this provided ways for parents to assist the development of their child’s literacy and numeracy skills.

In 2011 a few local sporting groups supported the school by offering sessions during Friday afternoon sport. Macleay Island Returned Services League again provided support around Anzac Day and Remembrance Day, including their famous sausage sizzle. Other community groups that engaged with the school during 2011 included Lifeline, Redland City Council, Department of Child Safety, NAPCAN, Macleay Island Progress Assoc. and a variety of local businesses provided support for our school community in a variety of ways.

The Parent and Citizens Association continued to operate the school tuckshop and uniform shop. They also organised a Fete that was enjoyed by the school community and many island residents and was a talking point for some time after the event. During the 2011/2012 Summer break the P&C expanded the tuckshop and performed renovations on our Prep play area. During this break we were also fortunate to have assistance from Akwika to create a sand pit area adjacent to our Junior Playground.

The school newsletter, that is published every second Wednesday throughout the year endeavours to inform parents and the wider community on happenings within the school community.

School sports days and our end of year festivities were well supported by parents and were great celebratory events for our school community.
Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

During 2011 we started to benefit from the solar panels and tanks that were installed last year and this is reflected in our 2011 environmental footprint indicators as listed below. This year we also submitted an application for funding to install extra solar panels on the library roof and this would further reduce our environmental footprint. We were successful in this grant and installation in planned for the first half of 2012.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>54,036</td>
<td>213</td>
</tr>
<tr>
<td>2010</td>
<td>59,324</td>
<td>632</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-9%</td>
<td>-66%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>21</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>17</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>17</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were $15435 consisting of $10228 from National Partnership Funds and $ 5207 from the school General Fund.

The major professional development initiatives are as follows:
Teaching Comprehension across all year levels using QAR strategy
Strategies to assist in the teaching of writing
Spelling – Using *Words Their Way* resource
7 Steps to Successful Writing – Year 4-7 staff
Using concrete materials to teach mathematics concepts

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>.* Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting *School finances* in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
**Key student outcomes**

**Student attendance - 2011**

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

**Student attendance rate for each year level**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
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<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

**Student Attendance Distribution**

The proportions of students by attendance range.

![Attendance Distribution Chart](chart.png)

**Description of how non-attendance is managed by the school**

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

Parents of Macleay Island students must advise the school of the reason for their child’s absence and can do so by contacting the school office or providing a written note on the child’s return to school. When a student is absent for more than 3 days and parents have not contacted the school they receive a phone call from our office to enquire as to the reason for their child’s absence. If there is prolonged absence without explanation the school is required to put in place a process to ensure the return of the student. If appropriate, families may receive a
Performance of our students

visit from our Community Liaison Officer.

Rolls are marked twice a day at the beginning of the school day and on entering class after 2nd break. Students are marked late/absent if they arrive 30 minutes after the start of the school day and if students leave before the 2nd roll marking of the day, they will be marked absent for half a day.

Students who achieve 100% attendance each month and each term are recognised on parade while students who achieve an 80% attendance rate over the term are entered into a draw and four students per term win prizes.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

Search by school name

Search by suburb, town or postcode

Sector: [ ] Government
[ ] Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

In 2011, 17 Indigenous students attended Macleay Island State School. In 2011 there were no indigenous students who sat Year 3 NAPLAN. The attendance rate of our indigenous students is slightly lower than our non-indigenous students and both are lower than the mean for Queensland schools.