



MacLeay Island State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	High Central Road Macleay Island 4184
Phone	(07) 3400 8333
Fax	(07) 3400 8300
Email	principal@macleayislandss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Mrs Glenda Seawright - Principal

From the Principal

School overview

Macleay Island State School is a Prep to Year 6 primary school situated on picturesque Macleay Island in Moreton Bay approximately fifteen minutes from Redland City. Access to Macleay island is via vehicular ferry or passenger ferry located at the Weinman Creek Marina, Redland Bay.

Our classrooms are diverse and dynamic learning environments with students engaging in learning based on the Australian Curriculum. We offer students a broad school experience which includes an instrumental music program, interschool sports, beach safety, swimming, gardening and dance.

The school actively seeks ways to enhance student learning by partnering with local clubs and community groups. Bay Islands Golf Club encourages junior golfers and Club Macleay opens their greens to junior bowlers.

Each year students play an active part in the ANZAC dawn service and the Remembrance Day ceremony on the eleventh of November supported by Members of the RSL sub branch Macleay Island.

A very strong and active Parents and Citizen's committee supports all school activities including sports days, Easter Bonnet parade, Book Week parade, Book Club, end of term social events and monthly movie nights. All funds raised by this energetic committee are used to provide additional resources for students.

The school motto 'Knowledge, Truth and Determination' are the values that underpin our daily work and all staff, students, parents and carer have a strong sense of belonging and work together to ensure a learning environment that is safe, respectful, tolerant and inclusive.

School progress towards its goals in 2018

Focus Area	Partially Completed	Completed & implemented
<i>Understanding the reading demands of the Australian curriculum-English. All class teachers completed 30 hours of professional learning at the Reading Hub.</i>		✓
<i>Understanding the literacy demands of the mathematics and science curriculums. Teachers to work individually with coaches.</i>	✓ ongoing	
<i>Enact the process of professional learning teams to further develop collaboration across year levels in teaching reading, writing and spelling</i>	✓ ongoing	

Future outlook

Continue with the development of teacher understanding of the Australian Curriculum – English, Mathematics and Science.

Continue developing teacher knowledge and understanding of the general capabilities contained in the Australian Curriculum.

Develop the cultural competencies of all staff.

Embed Aboriginal and Torres Strait Islander perspectives across curriculum.

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	148	150	143
Girls	71	79	66
Boys	77	71	77
Indigenous	19	24	21
Enrolment continuity (Feb. – Nov.)	81%	80%	76%

Characteristics of the student body

Overview

The school is identified as a low socio-economic school with an ICSEA rating of 921. Students come from a diverse range of family structures.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	21	20
Year 4 – Year 6	18	26	20
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

At Macleay Island State School the Australian curriculum forms the basis of the curriculum delivery across all year levels. Whole school, year level and unit plans are developed and students are assessed using the year level achievement standards.

The school's pedagogical framework promotes the school's shared beliefs that:

- All students can succeed given the right time and the right support.
- All teachers can teach to high standards given time and the right assistance.
- High expectations and early and ongoing intervention are essential.

Co-curricular activities

- Golf
- Dance
- Lawn bowls
- Instrumental music
- Gardening

How information and communication technologies are used to assist learning

The school has two bulk computer spaces as well as computer stations in each classroom. There is a bank of 40 iPads and 20 Surfaces that can be used as an instructional tool in the classroom. All classrooms are equipped with interactive whiteboards as well as access to digital cameras and bots.

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
- As a tool to assist the practicing of skills taught
- As a tool to provide online learning through specific targeted programs.

Social climate

Overview

The staff of Macleay Island State School recognise that effective teaching and learning takes place in a school climate of respect and responsibility. Creating this climate for both academic and social and emotional wellbeing is a process that involves all staff developing and gaining consensus on staff and student expectations and the procedures to uphold these expectations. What we believe about positive behaviour for learning is fundamental to our success, unifies us and guides our actions: the decisions we make the practices we choose, and our interactions with all members of our school community.

Our shared beliefs:

- Students must be given the opportunity to learn respectful and responsible behaviour. One must not assume know the behaviours and social skill that will lead to their success.
- Positive Behaviour for Learning (PBL) is a shared community responsibility. Developing students' social competencies is as much a part of staff responsibilities as is teaching the academic curriculum.
- Mutual respect is central to all practices at a school. Effective teaching of responsible behaviour requires respect for students and staff at all times.
- Respectful and responsible student behaviour occurs when the whole school community holds the same high expectations and maintains consistently low tolerances for inappropriate behaviour.

Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	67%	75%	100%
• this is a good school (S2035)	67%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	67%	75%	100%
• their child is making good progress at this school* (S2004)	67%	75%	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%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	83%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	80%	100%	100%
• this school takes parents' opinions seriously* (S2011)	60%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	80%	100%	100%
• this school is well maintained* (S2014)	83%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	93%	93%
• they like being at their school* (S2036)	90%	96%	94%
• they feel safe at their school* (S2037)	92%	93%	93%
• their teachers motivate them to learn* (S2038)	93%	98%	100%
• their teachers expect them to do their best* (S2039)	98%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	89%	93%
• teachers treat students fairly at their school* (S2041)	85%	91%	95%
• they can talk to their teachers about their concerns* (S2042)	85%	87%	82%
• their school takes students' opinions seriously* (S2043)	78%	74%	85%
• student behaviour is well managed at their school* (S2044)	76%	79%	68%
• their school looks for ways to improve* (S2045)	88%	87%	100%
• their school is well maintained* (S2046)	85%	92%	96%
• their school gives them opportunities to do interesting things* (S2047)	88%	96%	89%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	87%	95%	100%
• they feel that their school is a safe place in which to work (S2070)	93%	100%	100%
• they receive useful feedback about their work at their school (S2071)	67%	89%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	93%
• students are encouraged to do their best at their school (S2072)	93%	95%	100%
• students are treated fairly at their school (S2073)	93%	100%	90%
• student behaviour is well managed at their school (S2074)	73%	100%	77%
• staff are well supported at their school (S2075)	73%	89%	77%
• their school takes staff opinions seriously (S2076)	67%	95%	86%
• their school looks for ways to improve (S2077)	93%	95%	91%
• their school is well maintained (S2078)	93%	95%	100%
• their school gives them opportunities to do interesting things (S2079)	80%	89%	95%

* 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

The school builds partnerships with parents, families, local business and community organisations including allied health and family support services.

The Special Needs Action Committee continues to drive the school response to the additional needs students present within our school community. Learning, social, emotional and safety needs continue to be addressed through the recommendations for action made by this committee in consultation with parents and carers.

Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful, equitable and healthy relationships using a framework and resources supplied by the Department of Education.

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	5	5	5
Long suspensions – 11 to 20 days	0	0	0
Exclusions	1	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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	52,584	52,856	63,396
Water (kL)	938	570	5,258

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

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.

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.

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 '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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	14	13	0
Full-time equivalents	12	8	0

*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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	4	
Graduate Diploma etc.*	2	
Bachelor degree	14	
Diploma		
Certificate	7	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$96,233.00

The major professional development initiatives are as follows:

- The teaching of reading
- Understanding the Australian Curriculum - English
- Developing a literacy block
- Unpacking the literacy continuum

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.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	88%	89%	89%
Attendance rate for Indigenous** students at this school	85%	89%	86%

* 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

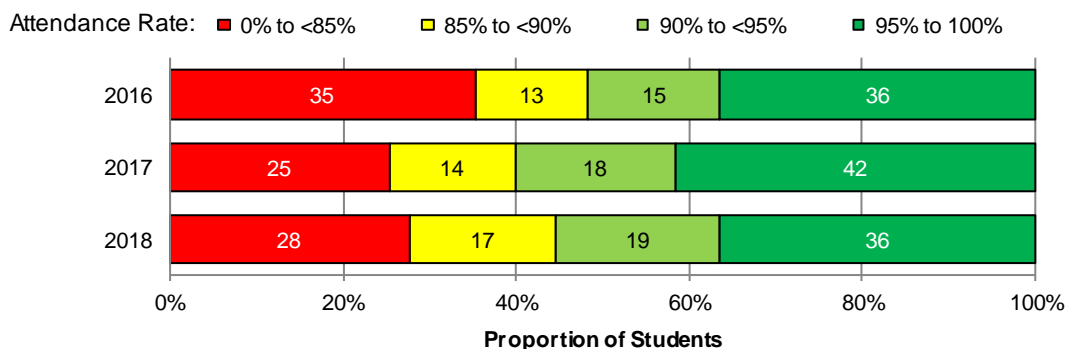
Year level	2016	2017	2018
Prep	87%	90%	87%
Year 1	87%	89%	91%
Year 2	88%	90%	84%
Year 3	87%	90%	89%
Year 4	89%	89%	91%
Year 5	88%	88%	92%
Year 6	89%	87%	90%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

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.