



MacGregor State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

Postal address:	McCullough Street MacGregor 4109
Phone:	(07) 3323 4333
Fax:	(07) 3345 8701
Email:	principal@macgregorss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Stephen O'Kane, Principal

School Overview

MacGregor Primary School, through its distinctiveness as a school of excellence and enrichment, draws its students from over 65 suburbs across Brisbane. Enrolment managed, the school has an enrolment of approximately 1240 students from Prep to Year 6 in 50 classrooms. The school population is multicultural with around 68% of the students identifying with a non Australian, non English speaking cultural background. The school vision of 'Many Paths to Success', an explicit school-wide pedagogy and a defined set of values, namely respect, honesty, responsibility, communication and a positive attitude underpin the planning and teaching at MacGregor. Our curriculum framework is based around a KLA approach with mandated practices and assessment protocols in place. To ensure a balanced curriculum is offered, the essential learnings and standards are combined with criteria based assessment tasks and the use of an investigative approach to learning. The school has a clearly documented and implemented enrichment program along with extensive performing arts and sport programs. Computers are located in all classrooms with six laptop classes at Years 4 to 6 levels. The support program includes an intervention teacher.

Principal's Foreward

Introduction

This report provides parents and prospective parents an overview of MacGregor State School and the high academic standards of its students.

The report illustrates the outstanding achievements of our school, the quality of our staff and a comparison of our students' excellent achievement against the State norms and national benchmarks.

School Progress towards its goals in 2016

Our Explicit Improvement Plan (EIP) for 2016 identifies the following priorities:

- Respect for All
- Student Reading
- Student Numeracy
- Teacher Pedagogy

The school culture is underpinned by the work on respect, resulting in an environment where children, parents and staff are welcome and free to participate fully in the life of the school.

The school staff continue to implement the pedagogical framework and regular referral to the placemats is becoming embedded into curriculum planning and classroom teaching practices.

It is clearly evident from a range of data sets that many students are achieving high quality outcomes with their learning in reading and numeracy. The school staff has undertaken high quality professional learning and development to support this growth.

Future Outlook

In July 2016 the school utilised The Department of Education and Training School Improvement Unit to undertake an evaluation of the school's performance against the nine domains of the National School Improvement Tool. The review recommended improvement strategies for the school to consider as it developed its 2017 – 2020 Strategic Plan. This informed the School improvement agenda for 2017 with the key priorities being:

- Implementation of Australian Curriculum with a rigorous focus on student achievement
- Planning differentiated learning experiences to ensure all students are appropriately engaged, challenged and extended.

Our priorities from 2016 will continue as ongoing agendas in 2017. They are:

- School culture focusing on "Respect for All"
- Reading & Writing
- Numeracy – Problem Solving
- ICT skills across the curriculum and readiness for NAPLAN Online in 2018.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1272	617	655	2	98%
2015*	1287	642	645	2	98%
2016	1328	654	674	9	98%

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

MacGregor State School is one of the largest State Primary schools in Queensland. It is a very complex school with an enrolment of around 1300 students from Prep to Year Six. Nearly 70% of our students identify with a non-English speaking cultural background; with over 40% requiring additional support. Where required, they are additionally supported to acquire English language skills by our specialist EALD team.

About 70 of our students with a range of disabilities are supported in our Special Education Program. Through a combination of individual withdrawal programs and varying levels of intervention within regular classrooms students are well cared for and challenged to reach their full potential as learners and young people.

Over 70% of our students do not live locally, but travel to attend our school. We attract students from over 65 suburbs of Brisbane. Our local community supports our school through high demand for enrolment. Consequently our school is Enrolment Managed.

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	23	24	25
Year 4 – Year 6	27	28	28

Curriculum Delivery

Our Approach to Curriculum Delivery

The Australian Curriculum is used to teach our students English, Maths, Science, History, Geography, Art, Music and Physical Education. In Years Four to Six, our students also undertake study of Language Other Than English (LOTE) in Mandarin Chinese.

Co-curricular Activities

MacGregor State School is well known for its diverse range of extra-curricular extension activities for students including:

Our Performing Arts Program offers an extensive program involving more than 700 students is offered to students from Prep to Year Six. Students entertain at school assemblies, school functions, a variety of competitions and eisteddfods and a range of community events.

Our Choral Program includes the following choirs:

- Vocal Fusion
- Vocal Melody
- Vocal Harmony

The School Dance Program includes the following cultural and traditional dance groups:

- Chinese
- Greek
- Polynesian – Junior and Senior
- MacGregor Dancers – Prep and Year 1, Year 2, Year 3, Years 4 & 5 and Years 6
- Dance Excellence

The school has three Speech Choirs:

- Year 1 Junior
- Year 2 Junior
- Years 3 to 6 Senior

The school's highly successful Instrumental Music Program provides opportunities for our students to excel in a number of bands and ensembles including:

- MacGregor Concert Band
- MacGregor Wind Ensemble
- MacGregor Wind Symphony
- MacGregor Junior Strings
- MacGregor Intermediate Strings
- MacGregor Senior Strings
- MacGregor Camerata

The school's outstanding performing arts programs, coupled with the size of the school, enables a school musical to be staged every year. In 2016, a highly successful production of Lion King was staged to packed audiences.

An extensive inter-school and intra-school sports program was offered. The school fielded teams in the winter and summer competitions, providing opportunities for more than 300 students who are ten years and above to play sport at the interschool level each season. We offered Sports Excellence programs in Track and Field, Touch Football and Swimming.

A wide range of Extension Program classes were offered after school including art, speech, drama, football, Auskick, chess, dance, robotics, Saturday Science, Craft and Knitting, Eco Marines, Eco Warriors (Environment Club).

All students were also given to opportunities to participate in a wide range of national competitions. Our students were consistently very successful. In the ICAS Australian Schools Competitions we participated in Science, English, Writing, Maths, Spelling and Computer Studies. A high number of students took the opportunity to take part. One student achieved the highest award with a medal in Mathematics and forty-seven students received High Distinction Awards across the suite of tests.

Students also successfully competed in a range of other competitions including the Chinese Speaking Competition, Australian Maths Olympiad, Australian Mathematics – School Challenge, Science Teachers' Association of Queensland Science Competition, and the Brisbane Chess Championships.

How Information and Communication Technologies are used to Assist Learning

In order to implement innovative and challenging pedagogies to maximize student learning, all classrooms and teaching areas have a full range of digital teaching tools, including interactive whiteboards, data projectors, laptops for students and teachers, internet cable, wireless access.

We have eight eLearning classrooms in Year Four to Six which offer a one to one laptop program. Parents apply for their child to achieve a place in these highly sort after classrooms.

Social Climate

Overview

Our school community has high expectations for student behaviour, including a full uniform policy. These expectations are supported by our school Responsible Behaviour Plan for Students. Our Plan is underpinned by our Behaviour Expectations Matrix and our Peace Code (Do the Right Thing, Care for Myself and Others, Speak Kindly, Be Brave, Be a Peacemaker, Turn Things Around, Find Help).

We have about 1300 students from Prep to Year 6 including about 60 students in our Special Education Programs. Although we are "enrolment managed" over 70% of our students do not live locally. We attract students from over 65 suburbs of Brisbane. Nearly 70% of our students identify with a non-English speaking cultural background. We celebrate the richness of our full range of student abilities and backgrounds.

Our rates of student suspensions and exclusions are very low; and demand for enrolment is extremely high.

We celebrate our rich multicultural background each year with our Parents and Citizens major fundraiser for each year, the highly acclaimed "Mayfest".

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	96%	98%
this is a good school (S2035)	98%	97%	96%
their child likes being at this school* (S2001)	99%	97%	100%
their child feels safe at this school* (S2002)	99%	96%	98%
their child's learning needs are being met at this school* (S2003)	93%	94%	94%
their child is making good progress at this school* (S2004)	94%	95%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	92%	94%
teachers at this school motivate their child to learn* (S2007)	92%	97%	92%
teachers at this school treat students fairly* (S2008)	93%	93%	93%
they can talk to their child's teachers about their concerns* (S2009)	97%	95%	91%
this school works with them to support their child's learning* (S2010)	95%	94%	91%
this school takes parents' opinions seriously* (S2011)	94%	91%	87%
student behaviour is well managed at this school* (S2012)	97%	95%	95%
this school looks for ways to improve* (S2013)	98%	95%	96%
this school is well maintained* (S2014)	96%	92%	95%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	98%	98%
they like being at their school* (S2036)	98%	98%	99%
they feel safe at their school* (S2037)	97%	100%	97%
their teachers motivate them to learn* (S2038)	99%	99%	96%
their teachers expect them to do their best* (S2039)	100%	99%	99%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	95%	98%	95%
teachers treat students fairly at their school* (S2041)	84%	91%	87%
they can talk to their teachers about their concerns* (S2042)	91%	94%	85%
their school takes students' opinions seriously* (S2043)	89%	93%	89%
student behaviour is well managed at their school* (S2044)	84%	92%	88%
their school looks for ways to improve* (S2045)	97%	100%	96%
their school is well maintained* (S2046)	97%	96%	93%
their school gives them opportunities to do interesting things* (S2047)	98%	96%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	99%	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)	92%	88%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	94%	95%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	99%	98%
staff are well supported at their school (S2075)	100%	95%	99%
their school takes staff opinions seriously (S2076)	97%	96%	97%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	97%	96%	97%
their school gives them opportunities to do interesting things (S2079)	94%	95%	99%

* 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

MacGregor State School prides itself on the real and positive partnerships the school generates with all of our parents. Through this partnership we set high expectations for learning and behaviour; and develop a shared explicit language of schooling between home and our school.

Parent training programs, especially in Literacy and Numeracy support, are offered regularly by highly qualified and respected staff members.

Parent volunteers are encouraged to help in classrooms and small group learning activities. Formal reporting to parents is done at interview at the end of Terms 1 and 3. Formal written reports are provided at the end of Terms 2 and 4.

The School communicates regularly with parents using a variety of traditional digital communication techniques. A free eNewsletter is emailed to all parents once a fortnight and an electronic copy is also available from our website. The School maintains a Facebook site, a twitter account and encourages parents to access the QSchools app. Parents are encouraged to attend the various School Assemblies held every Monday

Macgregor State School Parents and Citizens' Association is an extremely active and financial group within the school community. The Association has three major business arms, the high quality Tuckshop, effective and value for money Uniform and Bookshops and the highly acclaimed MacGregor Out of School Hours Care. Association meetings are held on the second Tuesday of the month at 6:30pm in the Staffroom. All parents are invited and welcome.

MacGregor State School Council is in its second year of operation. Its membership is made up of elected staff and parent members who meet with our Principal and P+C President four (4) times a year.

Our school hosts numerous functions and events during the year and members of our school community are encouraged to attend.

Respectful relationships programs

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

At MacGregor the School's Peace Code coupled with support from outside organisations and programs enable a high sense of personal wellbeing, giving students the skills and knowledge to maintain personal safety and awareness of dangers within the community.

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	7	0	2
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

Data is sourced from our school's annual utilities return and is reliant on the accuracy of these returns. Our campus has the following green characteristics:

- Electricity: we have solar panels on a classroom block to supply Administration (with excess generation sold into the grid).
- Water: we harvest some of our storm water for irrigation; we are installing dual flush toilet cisterns; we are vigilant on timely repairs to minimise wastage.
- Paper: we are implementing many paperless office and teaching innovations to significantly reduce our use of paper.
- Waste: our EcoMarines and our Environmental Club recycles food waste (to our worm farm, our chooks and our edible gardens), paper, and cardboard. We aim to become the Recycling Hub for our community.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	363,646	0
2014-2015	391,708	
2015-2016	447,456	

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

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 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	88	59	0
Full-time Equivalent	79	34	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	9

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	2
Bachelor degree	51
Diploma	18
Certificate	6

*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 \$58 813.

The major professional development initiatives are as follows:

- Whole of staff workshops
- Coaching Conversations
- Year level Planning sessions
- Conferences and professional learning opportunities

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%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% 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).	96%	95%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	98%	88%

*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%.

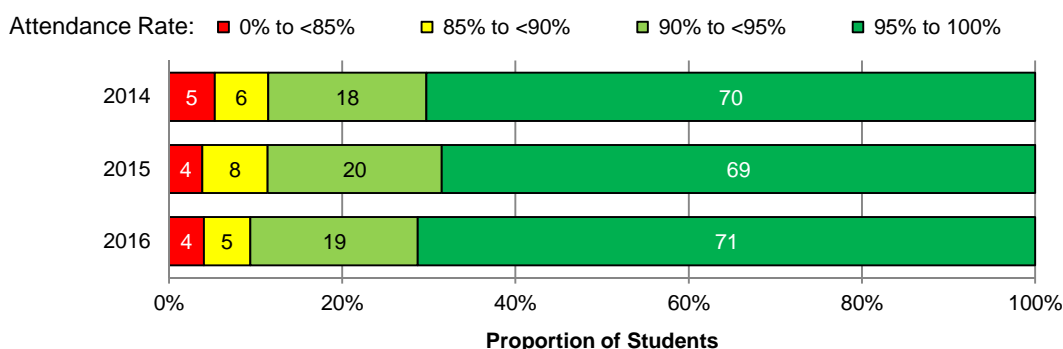
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	96%	96%	96%	96%	96%	96%	96%	95%				
2015	94%	95%	95%	96%	96%	96%	96%						
2016	96%	96%	96%	96%	96%	96%	96%						

*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.

Class rolls are marked twice daily and crossed checked to parental notification of absence. In 2016, an automated text message service was introduced to alert parents of student absence. Parents are contacted when the school has received no notification of a student's absence and or no response from the text message service.

Student attendance is recorded on all student Report Cards.

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

School name

Suburb, town or postcode

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.

Conclusion

I would like to join with the school community in thanking the previous Principal of MacGregor State School, Mr Mike Ennis for his outstanding leadership at MacGregor. Mr Ennis was appointed to the position of Executive Principal of Aurukun State School at the end of 2016. This is recognition of his work here at MacGregor and his illustrious career in a variety of school settings and his knowledge and skills around working with Indigenous students and communities.

