



MacGregor State School

ANNUAL REPORT 2017

Queensland State School Reporting

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School Overview

MacGregor State School is a school of excellence in Brisbane's southern suburbs. The school has an enrolment of approximately 1320 students from Prep to Year 6 in 54 classrooms. The school population is very multicultural with around 68% of the students identifying with a non-Australian, non-English speaking cultural background. The Schools Motto "To the Stars" underpin the planning and teaching at MacGregor, differentiating for every child to achieve success. 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 laptop classes at Years 5 and 6 levels.

Principal's Foreword

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 excellent achievement of our students, the outstanding achievements of our school community, and the quality of our staff.

School Progress towards its goals in 2017

In 2017 our key priorities were:

- 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 that continued 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.

The outstanding work by the Heads of School with the four Heads of Curriculum ensured every child was afforded the opportunity to experience success in all aspects of the curriculum. rigorous planning days and follow up with moderated assessment items enhanced the school's ability to provide comprehensive and accurate information of student progress.

The school tone and culture highlights the success of the continued development of the school culture and approach to student wellbeing. The embedding of school values in all aspects of the curriculum guarantees school values are not an add on but part of everyday learning.

Future Outlook

In 2018 our key priorities will be:

- Reading and its relationship to quality writing.
- Planning and implementing differentiated learning experiences to ensure all students are appropriately engaged, challenged and extended in and out of the classroom.
- Investigate and trial innovative teaching and learning strategies so that students have the skills to participate in a knowledge based economy.

Other priorities from 2017 will continue as ongoing agendas in 2018

- School culture.
- Numeracy – Focus on high order problem solving.
- STEM – Focus on embedding ICT & STEM related skills across the curriculum.
- Implementation of Australian Curriculum with a rigorous focus on student achievement

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1287	642	645	2	98%
2016	1328	654	674	9	98%
2017	1331	657	674	7	99%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

MacGregor State School is one of the largest State Primary schools in Queensland. It is a very complex school with an enrolment of around 1350 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. Students speak 35 languages other than English. Where necessary students receive specialist EALD teachers to support and help communicative and academic language skills.

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.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	25	24
Year 4 – Year 6	28	28	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

The Australian Curriculum is used to teach our students the learning areas of: 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. The general capabilities of Literacy, Numeracy, Information and Communication Technology capability, Critical and Creative Thinking, Personal and Social Capability; Ethical Understanding and Intercultural Understanding are integrated through the eight learning areas to ensure that our students are equipped to be lifelong learners and able to operate with confidence in an information rich, globalised world. The Australian Curriculum Cross-Curriculum Priorities of Sustainability, Asia and Australia's engagement with Asia and Aboriginal and Torres Strait Islander Histories and Cultures are purposefully linked, where relevant, to the eight learning areas.

Our school curriculum, assessment and reporting plan encompasses three levels of planning; whole school curriculum, year level planning and individual classroom planning. Teams of teachers collaboratively develop and use formative, summative and standardised assessments, engage in rigorous data analysis and moderations processes to determine levels of achievement.

Our school employs an enrichment teacher to assist with the identification of gifted students and provides support programs and opportunities for those students. Organisational structures are in place to differentiate the curriculum to accommodate individual student learning needs. Differentiation also occurs across each year level in the eight key learning areas.

Our school also offers:

Literacy & numeracy support.
Modified individual programs, student camping/excursion programs.
Early Years and Secondary transition program
Student leadership program and Student Council,
Religious Education program
Out-of-School-Hours Care,
.

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
- 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:

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

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

Concert Bands

- MacGregor Concert Band
- MacGregor Wind Ensemble
- MacGregor Wind Symphony

String Orchestras

- MacGregor Junior Strings
- MacGregor Intermediate Strings
- MacGregor Senior Strings
- MacGregor 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 2017, a highly successful production of 'The Little Mermaid' was staged to packed audiences and 2018 sees a new production of 'The Amazing Adventures of Super Stan' hit the stage.



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.

In 2018 our focus with ICT's, Digital and Design Technologies is to integrate a wide range digital technologies to implement an innovative approach to curriculum delivery, provide opportunities to harness the passion for change and innovation by engaging students in STEM activities and provide learning experiences to develop problem solving, critical and creative thinking. Embedding ICT skills in all unit plans, will ensure a seamless approach from prep to Year 6. Additionally establishing strong community links and partnerships with Apple and Microsoft, will enable us to access relevant professional development opportunities to engage with staff.

We have eight eLearning classrooms in Year Four to Six which offer a one to one laptop program. Classes from Prep to Year 2 have access to portable iPad trolleys and Years 3 to 6 have access to Laptop trolleys, which connect wirelessly around the school grounds creating a seamless learning environment.

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. 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:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	98%	93%
this is a good school (S2035)	97%	96%	93%
their child likes being at this school* (S2001)	97%	100%	96%
their child feels safe at this school* (S2002)	96%	98%	95%
their child's learning needs are being met at this school* (S2003)	94%	94%	88%
their child is making good progress at this school* (S2004)	95%	95%	92%
teachers at this school expect their child to do his or her best* (S2005)	96%	95%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	94%	85%
teachers at this school motivate their child to learn* (S2007)	97%	92%	89%
teachers at this school treat students fairly* (S2008)	93%	93%	89%
they can talk to their child's teachers about their concerns* (S2009)	95%	91%	88%
this school works with them to support their child's learning* (S2010)	94%	91%	86%
this school takes parents' opinions seriously* (S2011)	91%	87%	86%
student behaviour is well managed at this school* (S2012)	95%	95%	89%
this school looks for ways to improve* (S2013)	95%	96%	88%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school is well maintained* (S2014)	92%	95%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	98%	97%
they like being at their school* (S2036)	98%	99%	96%
they feel safe at their school* (S2037)	100%	97%	96%
their teachers motivate them to learn* (S2038)	99%	96%	95%
their teachers expect them to do their best* (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	95%	94%
teachers treat students fairly at their school* (S2041)	91%	87%	82%
they can talk to their teachers about their concerns* (S2042)	94%	85%	84%
their school takes students' opinions seriously* (S2043)	93%	89%	83%
student behaviour is well managed at their school* (S2044)	92%	88%	84%
their school looks for ways to improve* (S2045)	100%	96%	94%
their school is well maintained* (S2046)	96%	93%	90%
their school gives them opportunities to do interesting things* (S2047)	96%	95%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	99%	100%	93%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	88%	92%	78%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	95%	91%
students are encouraged to do their best at their school (S2072)	98%	100%	99%
students are treated fairly at their school (S2073)	100%	100%	97%
student behaviour is well managed at their school (S2074)	99%	98%	88%
staff are well supported at their school (S2075)	95%	99%	75%
their school takes staff opinions seriously (S2076)	96%	97%	73%
their school looks for ways to improve (S2077)	98%	100%	87%
their school is well maintained (S2078)	96%	97%	92%
their school gives them opportunities to do interesting things (S2079)	95%	99%	89%

* 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 provided in interviews 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 Third 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 utilizes the "Peace Code" to support the development of the School values of Respect, Responsibility and Inclusion. The Peace Code pillars of:

- Be a peacemaker
- Be Brave
- Care for Myself and Others
- Do the Right Thing
- Find Help
- Speak Kindly
- Turn Things Around;

are discussed, elaborated on and highlighted at every school assembly, in classroom activities and in the basis for management of breaches of the school's code of behaviour. Teachers are aware of the need to be vigilant of any signs of abuse or to domestic and family violence and abuse, the School Guidance Officer and Chaplain support teachers and help lead best practice protective behaviours. The Inclusive nature of the schools climate helps normalise the school approaches to gender equality.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	0	2	2
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Our school 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
2014-2015	391,708	
2015-2016	447,456	
2016-2017	403,208	12,997

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	94	58	0
Full-time Equivalents	83	32	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Graduate Diploma etc.**	2
Bachelor degree	51
Diploma	18
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$19574.35

The major professional development initiatives are as follows:

- Whole of staff workshops
- Year level Planning sessions
- Collegial coaching
- Appropriate external provider sessions to match school priorities.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	96%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	98%	88%	81%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

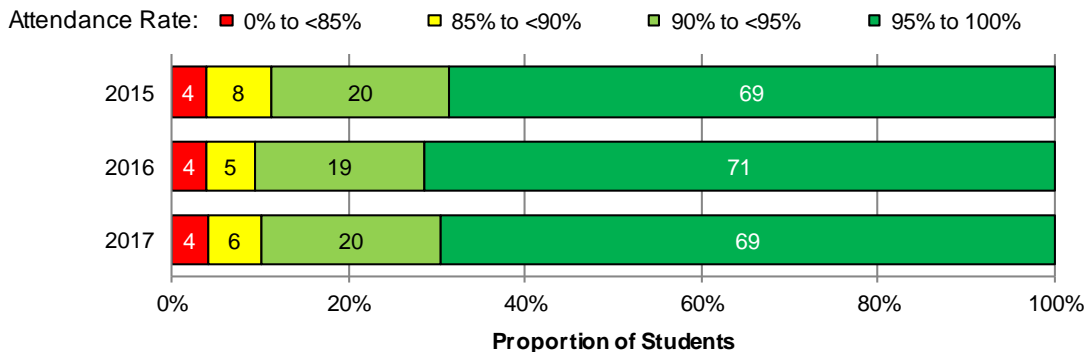
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	95%	95%	96%	96%	96%	96%						
2016	96%	96%	96%	96%	96%	96%	96%						
2017	96%	95%	96%	96%	97%	96%	95%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

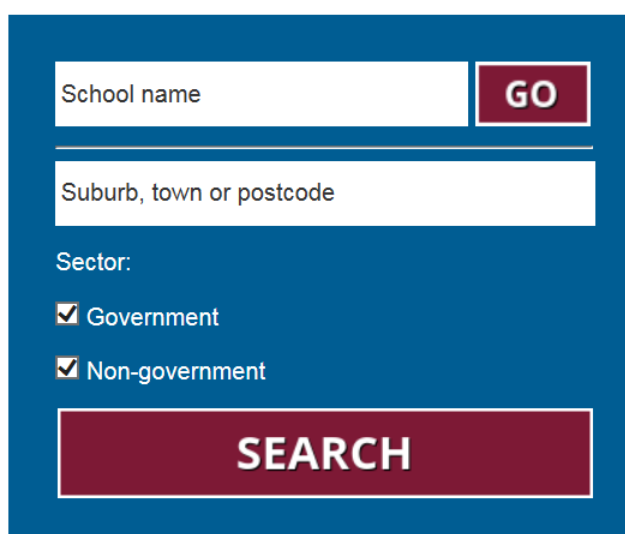
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" and a red button labeled "GO". Underneath is another text input field labeled "Suburb, town or postcode". Below that, it says "Sector:" followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button labeled "SEARCH".

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School 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

Once again, staff, parents and students have had an outstanding year and MacGregor maintains its excellent reputation.