



MacGregor State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Named after Queensland's 11th governor Sir William MacGregor, and our local suburb, MacGregor State School opened in 1972. We have since established a very proud reputation as a school of excellence, enrichment and extension; consistently being one of the highest performing schools in student academic, performing arts and sporting results. Our school offers programs for about 1300 students in Prep to Year 6.

As an Independent Public School (IPS) we have a very active School Council and P&C. We aim to work in a positive partnership with parents to develop every child to their full potential. Our high expectations on behaviour and the way our students wear our full uniform demonstrate to the community our commitment to excellence and our sense of belonging.

Our school uses the Australian Curriculum. We focus on improving all students' outcomes in English, Maths and Science using 21st century teaching strategies and technologies. To accelerate learning all our classrooms and outdoor learning areas are digitally rich. We also provide excellence programs in student leadership and citizenship. We recognise that our students have a full range of gifts and talents that we seek to develop.

Nearly 70% of our students identify with a non-English speaking cultural background; with over 40% requiring additional support. Where required, they are supported to acquire English language skills by our specialist EAL/D team.

About 80 of our students with a range of disabilities are supported in our Special Education Program. Through a combination of individual varying levels of intervention within regular classrooms and withdrawal programs, where appropriate, our students are well cared for and challenged to reach their full potential as learners and young people.

School progress towards its goals in 2018

In 2018 our key priorities were:

- 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 continued 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

Future outlook

Priorities for 2019 have been narrowed to a sharper focus on two priority areas:

Reading – a consistent pedagogical approach to the teaching of reading across the school, and

Wellbeing - Embedding a whole of school approach to improving the wellbeing of students, staff and community.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1328	1331	1347
Girls	654	657	649
Boys	674	674	698
Indigenous	9	7	9
Enrolment continuity (Feb. – Nov.)	98%	99%	98%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	24	23
Year 4 – Year 6	28	27	27
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

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 moderation 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 programs
Student Leadership Program and Student Council,
Religious Education
Out-of-School-Hours Care

Co-curricular activities

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 2018, a highly successful new production of 'The Amazing Adventures of Super Stan' hit the stage.

MacGregor State School

2018 Sporting Activities – By Term

Term 1	Term 2	Term 3	Term 4
Swimming Championships Swimming Excellence Program Inter School Sport Intra School Sport Cross Country Training 4-6 Cross Country P-3 Cross Country AFLQ Schools Cup AFL Development	Track and Field Excellence Program Track and Field Trials (Track) Track and Field Trials (Field) Inter School Sport Intra School Sport P-2 Sports Day 3-6 Sports Day Sports Day Finals AFLQ Schools Cup (if qualify) Sunnybank High Athletics (TBC)	Touch Football Excellence Program AFLQ Schools Cup (if qualify) Milo T20 Blast Inter School Sport Intra School Sport Metro Cup (if qualify/invited)	Touch Football Excellence Program QLD Primary All Schools Touch Inter School Sport Intra School Sport Swimming Excellence Program P-1 Swimming Carnival 2-3 Swimming Carnival 4-6 Swimming Carnival AFLQ Schools Cup (if qualify) AFL Development (for AFLQ Cup the following year)
Other activities			
District Selection Trials (team sports) – conducted after school time, except tennis. District Selection Trials (individual sports) – conducted during school time and attended as a team. Regional, State and National Sporting events/trials – conducted during school time for selected students. Touch Football Carnival hosted by BMTA (TBC) Touch Football Carnival hosted by All Hallows (TBC) Touch Football Carnival hosted by Runcorn High (TBC) Netball Qld Primary Schools Cup (TBC) Softball QLD State Wide Cup (TBC) Special Ed Touch Football Champs (TBC) Special Needs Sporting Activities (TBC- Helen is best contact for these ones) HPE WEEK activities			

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 mobile LCD Panels, laptops, iPads and multimedia devices for students and teachers. These stakeholders have access to local and internet resources across the MacGregor Campus through network and wireless infrastructure.

In 2019 our focus with ICT's, Digital and Design Technologies is to integrate a wide range of digital technologies to implement an innovative approach to curriculum delivery, provide opportunities to harness the passion for change and innovation by engaging students in TECHNOLOGY/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 ten 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 over 1300 students from Prep to Year 6 including about 60 students in our Inclusive 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.

Behaviour standards are very high as is demand for enrolment.

We celebrate our rich multicultural background each year with our Parents and Citizens major fundraiser for each year, the iconic "Mayfest" which is a highlight of the school calendar.

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)	98%	93%	98%
• this is a good school (S2035)	96%	93%	96%
• their child likes being at this school* (S2001)	100%	96%	98%
• their child feels safe at this school* (S2002)	98%	95%	98%
• their child's learning needs are being met at this school* (S2003)	94%	88%	93%
• their child is making good progress at this school* (S2004)	95%	92%	96%
• teachers at this school expect their child to do his or her best* (S2005)	95%	94%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	85%	93%
• teachers at this school motivate their child to learn* (S2007)	92%	89%	95%
• teachers at this school treat students fairly* (S2008)	93%	89%	93%
• they can talk to their child's teachers about their concerns* (S2009)	91%	88%	96%
• this school works with them to support their child's learning* (S2010)	91%	86%	94%
• this school takes parents' opinions seriously* (S2011)	87%	86%	89%
• student behaviour is well managed at this school* (S2012)	95%	89%	95%
• this school looks for ways to improve* (S2013)	96%	88%	91%
• this school is well maintained* (S2014)	95%	93%	91%

Percentage of parents/caregivers 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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	97%	95%
• they like being at their school* (S2036)	99%	96%	94%
• they feel safe at their school* (S2037)	97%	96%	95%
• their teachers motivate them to learn* (S2038)	96%	95%	93%
• their teachers expect them to do their best* (S2039)	99%	99%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	94%
• teachers treat students fairly at their school* (S2041)	87%	82%	78%
• they can talk to their teachers about their concerns* (S2042)	85%	84%	83%
• their school takes students' opinions seriously* (S2043)	89%	83%	83%
• student behaviour is well managed at their school* (S2044)	88%	84%	82%
• their school looks for ways to improve* (S2045)	96%	94%	93%
• their school is well maintained* (S2046)	93%	90%	88%
• their school gives them opportunities to do interesting things* (S2047)	95%	94%	93%

* 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%	93%	79%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	81%
• they receive useful feedback about their work at their school (S2071)	92%	78%	50%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	91%	94%
• students are encouraged to do their best at their school (S2072)	100%	99%	98%
• students are treated fairly at their school (S2073)	100%	97%	93%
• student behaviour is well managed at their school (S2074)	98%	88%	75%
• staff are well supported at their school (S2075)	99%	75%	35%
• their school takes staff opinions seriously (S2076)	97%	73%	31%
• their school looks for ways to improve (S2077)	100%	87%	56%
• their school is well maintained (S2078)	97%	92%	56%
• their school gives them opportunities to do interesting things (S2079)	99%	89%	61%

Percentage of school staff 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.

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 and digital communication techniques. A free e-Newsletter 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 units, the high-quality Tuck shop, effective and value-for-money Uniform and Bookshop and the highly-acclaimed MacGregor Out of School Hours Care. Parents & Citizens' 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 fourth year of operation. Its membership is made up of elected staff and parent members who meet with our Principal and P+C President four times a year.

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

Respectful relationships education 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 teach protective behaviours. The Inclusive nature of the schools climate nurtures the school approach to gender equality and equity.

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	2	2	14
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 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 have installed 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 reprographics.
- 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	447,456	403,208	472,688
Water (kL)		12,997	

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](http://www.myschool.edu.au/) 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

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

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	96	58	0
Full-time equivalents	85	35	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	0
Masters	10
Graduate Diploma etc.*	2
Bachelor degree	51
Diploma	18
Certificate	0

*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 2018 were \$29 042.

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 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, 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	96%	96%	96%
Attendance rate for Indigenous** students at this school	88%	81%	88%

* 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

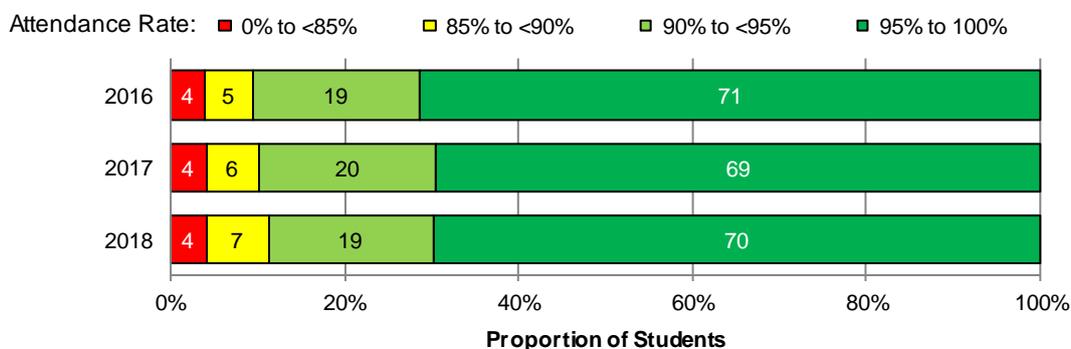
Year level	2016	2017	2018
Prep	96%	96%	95%
Year 1	96%	95%	95%
Year 2	96%	96%	95%
Year 3	96%	96%	96%
Year 4	96%	97%	96%
Year 5	96%	96%	96%
Year 6	96%	95%	96%

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



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.

Rolls are marked electronically twice a day by classroom teachers. A same day notification SMS text message is sent to all parents of students whose absence is not explained. Text messages and phone calls are returned by parents.

If students are repeatedly late, a letter may be sent if there is no parent response. If there is no improvement in punctuality then the Deputy Principal contacts the parent. The Guidance Officer helps support parents who have difficulty getting their children to school.

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		
<input type="button" value="Go"/>		
School sector <input type="button" value="v"/>	School type <input type="button" value="v"/>	State <input type="button" value="v"/>

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
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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.