Ma Ma Creek 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

Ma Ma Creek State School is a two teacher school located in the Lockyer Valley in Queensland. We take pride in providing a diverse curriculum and offering a wide range of learning experiences in a variety of fields to allow all students to find their strengths and excel. Established in 1880, the school currently provides education for students in Prep to Year 6. The Prep to Year 3 students work in one class and the Years 4 to 6 operate in the second class. Where possible, staff members share their expertise and work with students from both classes.The school has a proud recent history of achievement in both sporting and academic fields with many sporting representatives, and students who have gone on to become Dux at the local high school, Lockyer District High. The school also supports 'the Arts' with the school taking out the highest points scoring school in the Art section at the Gatton Show this year. Along with essential learnings, the curriculum includes cooking, gardening, bike riding, film-making, robotics, coding, music and German. Our exceptional staff help to provide a strong family-like culture that is a characteristic of the school. Every student is well-known to all staff members, and students are treated as individuals both in and out of the classroom.

Principal's Foreword

Introduction

School progress towards its goals in 2018:

The school identified behaviour, engagement, and improved reading outcomes as its areas of primary focus for 2018. Building community relationships, strengthening ties between like schools in the local cluster in order to build staff capability and consistency, with the teaching of reading comprehension as a specific focus for the year.

Our school initiatives met or exceeded our targets

During 2018, we focused on maximising the benefits of this funding for our students. After reviewing our 2017 *Investing for Success* agreement, it is clear that we are on track to meet or exceed our targeted student outcomes. We continue to implement our initiatives to ensure that every student succeeds.
Initiatives implemented include:

- Review student performance data every 5 weeks.
- Refine school data wall to capture student writing progress
- Implement coaching and feedback process for all staff to build teacher capability
- Embed the use of consistent assessment and analysis tools to inform student progress.
- Build teacher capacity in the teaching of writing by identifying and providing quality PL opportunities.

Future outlook

By the end of 2019 Ma Ma Creek State School will have an effective writing program which will meet the needs of our students through explicit and consistent teaching and learning practices across the school to improve the writing outcomes for our students.

• Review student performance data every 5 weeks.

• Refine school data wall to capture writing progress

- Implement coaching and feedback process for all staff to build teacher capability

- Embed the use of consistent assessment and analysis tools to inform student progress.

- Build teacher capacity in the teaching of writing by identifying and providing quality PL opportunities.

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	25	16	8
Girls	10	6	2
Boys	15	10	6
Indigenous	8	6	1
Enrolment continuity (Feb. – Nov.)	68%	71%	57%

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

The students in our school are predominantly from the local area, with some students being second and third generation in the school. We do however, have students who travel from nearby Gatton to attend our school, in order to access our safe community-oriented environment, and the multi-age curriculum that allows us to cater for all students' learning needs at an individual level. The school currently has students ranging across all year levels from Prep to Year 6. We are fortunate to have 8% of students who identify as Aboriginal and most of our students enjoy a rural lifestyle. We are privileged to have a hard working and supportive school community, made up of nuclear families, single parent families, and grandparent carers.

Average class sizes

Phase of schooling	2016	2017	2018
Prep – Year 3	10	4	9
Year 4 – Year 6	5	6	
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

Each of our students access a multi-age curriculum, where they can experience and learn at a level appropriate to them, while being constantly challenged to achieve to the best of their ability. A multi-age philosophy exists which supports and allows children to experience success and progress at their own pace to achieve their full potential, regardless of age.

The LOTE (German) teacher visits the school weekly. Lessons are conducted for students in years 3-6.
PE and Music teachers visit the school weekly, providing experiences for all children from Prep to Year 6.

Co-curricular activities

- Caffey Schools Sports Carnival
- Youth Art Exhibition
- Sporting Schools Program
- Combined Schools' Cross Country (Years 4-6)
- Combined School's Under 8's Day
- End of Year Community Function
- Annual school camps
- Community Garden
- Monthly Community Market Stalls
- Curriculum-based excursions
- Community National Tree Day event.
- ANZAC and Remembrance Day Community events
- Local show and Exhibition involvement.

How information and communication technologies are used to assist learning

ICTs are used at Ma Ma Creek State School to engage students in their learning across the curriculum. With a ratio of computers to students of 1:1. Students use ICTs to do web-based learning in programs such as the BSDE's Impact Program, to become proficient at word processing and graphic displays of data, to use software, including coding software, to create multi-modal presentations, and to access the vast store of information and images that will inevitably facilitate their learning.

This year we have worked with other schools in the area to share the cost of employing a specialist teacher in the area of Digital technologies. The students have been working with the specialist teacher in the area of Coding, Robotics and the use of Drones.

Students use ICTs such as Movie Maker, Paint, PowerPoint, Publisher, Word, Excel, Scratch and Comic Creators to present their understandings about the curriculum.

The use of interactive whiteboards in both classrooms enables teachers to present lessons in a visually stimulating manner that engages all students.

Provide a descriptive account of your school's strategies, such as digital pedagogies, used to assist learning.

Social climate

Overview

Ma Ma Creek State School is a two teacher school with a "family like" atmosphere, where older students lead by example, and encourage the younger ones. Due to the small size of the school and community, all families are well known to staff, and are encouraged to be active participants in the education of their children. Ma Ma Creek State School practices an open door policy, and parents are encouraged to contact staff with concerns. As many parents are involved in delivering and collecting their children to and from school, morning and afternoon 'bus duty' meetings help to foster the relaxed, friendly and caring atmosphere that the school cultivates. Ma Ma Creek State School offers Religious Education experiences to all students throughout the year, voluntarily provided by members of the local religious community.

Student responses showed that 100% of students "like being at this school", felt they were "being treated fairly", and that their teachers "motivated them to learn"; which was above those of other schools in the state.

The size of the school ensures that all students are well known and well understood. There is regular interaction between the school staff and families and this increases in frequency when a student's welfare needs particular focus.

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)	DW	DW	100%
• this is a good school (S2035)	DW	DW	100%
• their child likes being at this school* (S2001)	DW	DW	100%
• their child feels safe at this school* (S2002)	DW	DW	100%
• their child's learning needs are being met at this school* (S2003)	DW	DW	100%
• their child is making good progress at this school* (S2004)	DW	DW	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	DW	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW	100%
• teachers at this school motivate their child to learn* (S2007)	DW	DW	100%
• teachers at this school treat students fairly* (S2008)	DW	DW	100%
• they can talk to their child's teachers about their concerns* (S2009)	DW	DW	100%
• this school works with them to support their child's learning* (S2010)	DW	DW	100%
• this school takes parents' opinions seriously* (S2011)	DW	DW	100%
• student behaviour is well managed at this school* (S2012)	DW	DW	100%
• this school looks for ways to improve* (S2013)	DW	DW	100%
• this school is well maintained* (S2014)	DW	DW	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)	92%	88%	100%
• they like being at their school* (S2036)	100%	75%	100%

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	77%	88%	83%
• their teachers motivate them to learn* (S2038)	100%	88%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	75%	100%
• teachers treat students fairly at their school* (S2041)	100%	75%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	71%	83%
• their school takes students' opinions seriously* (S2043)	100%	86%	100%
• student behaviour is well managed at their school* (S2044)	62%	75%	83%
• their school looks for ways to improve* (S2045)	100%	88%	100%
• their school is well maintained* (S2046)	83%	75%	100%
• their school gives them opportunities to do interesting things* (S2047)	92%	88%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	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)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	86%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	86%	100%	83%
• their school gives them opportunities to do interesting things (S2079)	100%	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.

Parent and community engagement

The school has a strong presence in the community, and is heavily involved in the organization of the area's premiere event, the Ma Ma Creek Exhibition. Community members regularly attend the school in a voluntary capacity to contribute to activities like knitting club, tuck-shop, to help with the design of our bike track, to provide breakfast, to assist with storage solutions, and to contribute seedlings to our thriving gardens.

Some parents assist in the classroom with activities such as Home Reading. At the beginning of each term an invitation is sent through the newsletter for parents to volunteer in the classrooms. Parents are encouraged to help their children with homework tasks such as the learning of spelling and home reading. Parents regularly visit the school to discuss their child's progress; and teachers welcome and encourage this. Once a term we host a "Snags

and Brags" night, when we invite the community in to view the work the students have been doing and follow it up with a sausage sizzle. These are very well attended.

Students with diverse needs have individual learning plans drawn up in collaboration with parents/carers, the classroom teacher, and our Specialist Teacher in Learning and Numeracy.

Parents are also encouraged to support the school's small but active Parents and Citizens Association.

Respectful relationships education programs

The school has developed and implemented a behavior program that focuses on appropriate, respectful and healthy relationships. Each week we explicitly teach our expectations around our four core values of Respect, Integrity, Safety, and Effort. Our school teaches that violence is not a solution "Not now, not ever", and students follow a problem solving strategy that ensures they are respected, and safe, and ensures that any unsafe behaviours are reported.

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

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	0	2	1
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

The school has solar panels to reduce its environmental impact, we use shade and shelter to reduce heating and cooling costs, and we catch and use our own water. We are diligent recyclers, and we are always looking for additional ways to reduce our environmental impact.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	9,893	14,010	10,683
Water (kL)			

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

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	4	0
Full-time equivalents	1	1	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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	
Certificate	

*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 $ 11558.76

The major professional development initiatives are as follows:

- Teaching Reading Comprehension
- Mentoring
- Essential Skills in Classroom Management
- Behaviour Management
- Coaching and Feedback

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.	98%	98%	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%	87%	92%
Attendance rate for Indigenous** students at this school	84%	86%	92%

* 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.

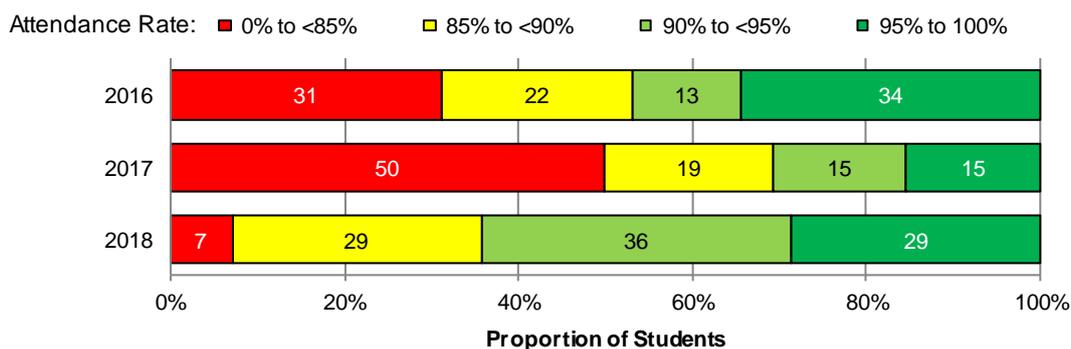Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	85%	DW
Year 1	81%	DW	
Year 2	90%	74%	82%
Year 3	87%	82%	DW
Year 4	89%	97%	96%
Year 5	92%	89%	92%
Year 6	94%	43%	92%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

2016: 31 | 22 | 13 | 34
2017: 50 | 19 | 15 | 15
2018: 7 | 29 | 36 | 29

Proportion of Students

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.

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.

The roll is marked in the morning and again in the afternoon. Students are required to either bring a note to explain all absences or have their parent contact the school. If an explanation is not provided, the school will contact the parent seeking an explanation.

"Every Day Counts" is a mantra at our school, and students who attain our attendance goal of 95% or above are awarded attendance certificates at the end of each term.
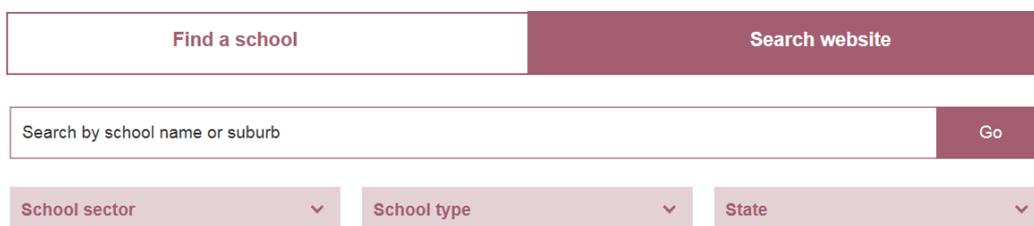
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.