



Maidavale State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training

Contact Information

Postal address:	PO Box 8 Ayr 4807
Phone:	(07) 4783 1105
Fax:	(07) 4783 1445
Email:	principal@maidavalss.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:	Ben Cavanagh

School Overview

Maidavale State School is a one teacher school 9 km south west of Ayr. Our school is proud to provide students with an education in a caring and supportive environment. We cater for students from Prep to Year six. As a small school, we deliver our curriculum through a multi-Level class, with a variety of small group and individual learning groups.

We are committed to providing learning programs that cater for the diversity of students in our community. Our efforts to achieve this are supported by an exceptionally experienced and dedicated team of staff members who interact closely with the students and their families.

Our academic program is complemented and supported by a range of sporting, recreational and cultural activities. We continued to implement the Australian Curriculum school program and endeavour to make learning exciting and engaging for all of our students.

At Maidavale State School, education involves the school community working in partnership to develop the full potential of each child in a warm, caring and personal environment. I extend a warm welcome to you and invite you to contact us with any enquiries you may have.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

This report provides a snapshot of the school performance and unique characteristics for the 2016 school year. From the 2016 Annual Implementation Plan, and funding from *Investing For Success* (I4S) of which we received \$5,000, most of key targets were achieved.

They included:

- Whole Literacy School Plan – Reading, Writing, Spelling, Grammar and Punctuation
- Numeracy – Problem Solving
- Early Years (Prep – Year 2) – metalinguistic, phonological and phonemic awareness
- Shared understanding of Data Literacy for all staff
- Continued implementation of Australian Curriculum in Coding of Digital Technology

Future Outlook

Our key priorities for 2017 are:

- That 75% of students achieve a C or higher in English, Maths and Science in every year level.
- Embed Quality Teaching and Learning within the curriculum.

Our school received \$5000 Investing For Success (I4S) funding. This money was used to:

- Increase the percentage of Prep to Year 2 students able to read and comprehend short, predictable texts from 0% (2016) to 33% (2017) using NQ Regional regression analysis
- Increase the percentage of students in Years Prep – 6 achieving 'C' or above in English from 33% in 2016 to 50% by the end of 2017

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	16	4	12	4	65%
2015*	10	3	7	4	80%
2016	10	4	6	1	64%

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

Maidavale State School educates children from the Maidavale catchment area as well as Ayr and Brandon. The families of Maidavale State School have diverse occupational and cultural backgrounds. Families attending Maidavale from outside the catchment area choose Maidavale State School because it provides a small, supportive and positive learning environment.

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	17	10	13
Year 4 – Year 7			
Year 8 – Year 10			
Year 11 – Year 12			

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

We offer all key learning areas to students. In addition we offer:

- LOTE, Japanese, for Year 5-6 conducted online through Charters Towers School of Distance Education
- Interact with students from other schools in academic areas
- Explicit social and emotional learning lessons
- Oral language skill building
- Extensive access to and use of ICTs
- Literacy and Numeracy Blocks
- Focussed and explicit teaching of reading
- Camps and excursions providing real life, connected learning experiences
- A caring and supportive learning environment focused on catering for individual needs
- Active sport representation including cluster and district based

Co-curricular Activities

- Involvement in the Premier's Reading Challenge
- Participation in locally run performing arts competition, Burdekin Festival of Arts
- Participation in ICAS (International Competitions and Assessments for Schools) Competitions
- Participation in sporting carnivals organized by Burdekin Primary School Sports Association
- Sustainability projects

How Information and Communication Technologies are used to Assist Learning

Our classroom contains a bank of networked computers for everyday use by the students. Each unit of work contains ICT skills. There is an interactive whiteboard, which is regularly used by students and teachers alike. Our student computer ratio is 1:1. Staff and students have ready access to a wide range of ICT hardware and software including:

- Email and internet access
- Digital imaging using still and video cameras
- iPad
- Direct curriculum integration of a range of generic software applications scaffolded and sequenced across the school e.g. Reading Eggs, Mathletics, Study Ladder.
- Access to Learning Place to engage in learning objects, online resources and web conferencing.

Social Climate

Overview

The annual School Opinion Survey of Parents, Staff and Students rate Maidavale highly in all social climate areas. Maidavale parents believe that we provide a place that 'feels safe' and that 'their child is being treated fairly'. Students believe that 'their teachers 'provide them with useful feedback about their school work' and that 'they can talk to their teachers about their concerns'. Staff believe 'student behaviour is well managed' and that Maidavale State School 'looks for ways to improve'. Maintaining continual contact with staff, students and parents is a key link in achieving our high status in this area.

Kids Matter is an organisation which has helped us develop a better environment for our students. The meetings organised by this organisation have enabled Maidavale staff to meet with parents from our school and a neighbouring school to share ideas. Maidavale uses two programs to enrich student's self-efficacy: Program Achieve - You Can Do It and Friends.

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

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	80%
they feel safe at their school* (S2037)	100%	100%	80%
their teachers motivate them to learn* (S2038)	100%	100%	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%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	75%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	75%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	100%
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)	100%	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)	100%	100%	100%
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

Maidavale State School involves parents in their child's education by providing oral reporting twice a year or at any time a parent wishes to talk about their child's education. We do appreciate our parents and carers being heavily involved with items set for homework and their involvement in special occasions.

A Fancy Dress Ball is held in September and a school concert at the end of the year. At the end of each term staff, parents and students are invited to bring a plate of food, share lunch and celebrate the term's achievements.

The P&C support school events by providing food and supporting their children in performances, displays and ceremonies. The P&C also assist with tuckshop, school events and general school maintenance.

A school newsletter is sent home each fortnight and is placed on the school website. Each week a student or students' names are placed in the congratulations section of the newsletter for special mention. Where possible we try to have information about our school placed in the local papers. We also display on our noticeboard items from the local papers showcasing our students' successes.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Maidavale State School is committed to providing a safe, respectful, responsible and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Students participated in Daniel Morecombe and Braveheart's programs. The Daniel Morecombe Foundation's key role in the community is the education of all children about their personal safety by directly assisting educators and parents through the funding and development of child safety educational resources as well as assisting young victims of crime. The Braveheart's mission and vision is to prevent sexual assault in our society and to make Australia the safest place in the world to raise a child.

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	2	1	13
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

Solar panels and the use of natural breeze rather than air conditioners have assisted the school to reduce our electricity consumption. Rain water is used for our garden. Our waste is continuing to be reused. This has been achieved by recycling most paper and cardboard and we compost vegetable matter.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	8,397	493
2014-2015	6,158	304
2015-2016		

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.

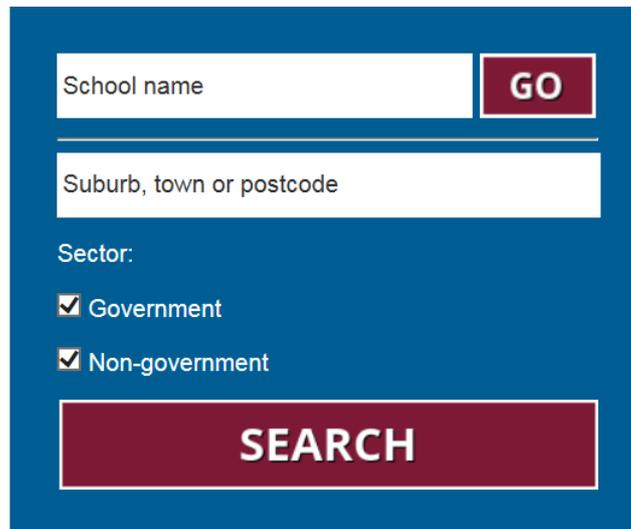
School Funding

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked radio buttons:
 - Government
 - Non-government
- A large red button with the word "SEARCH" in white capital letters.

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	2	5	0
Full-time Equivalent	1	2	0

Qualification of all teachers

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

*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 \$10564.07.

The major professional development initiatives are as follows:

- Senior First Aid Certificate
- Moderation of assessment
- Principal leadership
- OneSchool Finance
- Mandatory training modules
- Asbestos training
- Explicit teaching of reading
- Budget workshops
- Positive Behaviour for Learning
- Age Appropriate Pedagogy
- Student with disability workshops

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.	98%	98%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 17% 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).	95%	92%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	98%	90%	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 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	94%	93%	93%	98%	99%	DW	96%	97%					
2015	DW	91%	91%	91%	DW	DW	DW						
2016	DW	DW	84%	89%	88%	81%	97%						

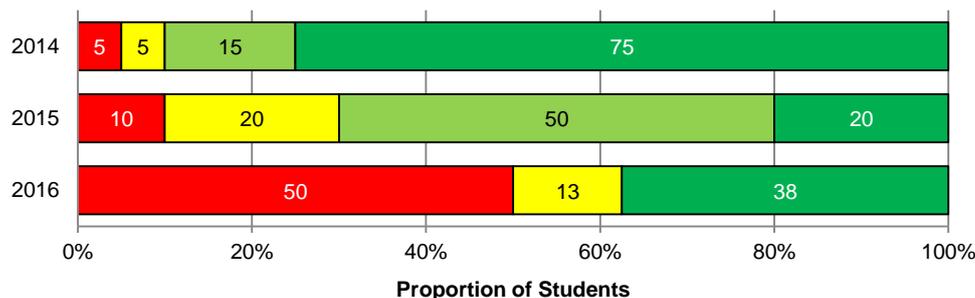
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

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



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.

Student attendance at Maidavale State School is monitored daily via the marking of class rolls in the morning and afternoon. The school has a low incidence rate of unexplained absences as parents are expected to report their child's absence via a phone call, note, email or personal communication with members of staff. Student absences are followed up immediately with a text message sent to the family. Unexplained absences are followed up with notes or phone calls from school administration staff to ascertain the necessity of the absence. Reminders about parent obligations to ensure students attend school regularly, and the need to inform the school of student absence, are also relayed through the school newsletter.

Many proactive strategies for encouraging high attendance rates were used during 2016 including:

- an award recognising the student with the highest attendance rate for the year
- regular information communicated to parents about the importance of regular attendance and the connection to high academic achievement
- current school attendance rates publicised in the school newsletter

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.