



# McDonnell Creek 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



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## School Overview

McDonnell Creek State School is located midway between Cairns and Innisfail, and is easily visible from the Bruce Highway. The beautiful rainforest-covered Bellenden Ker ranges form a scenic backdrop to the school, which is bordered by McDonnell Creek. The area surrounding the school is regarded as a butterfly sanctuary, reflected in the school emblem of the striking Ulysses butterfly and the Cairns Birdwing butterfly. The school was established in 1913 in this predominantly sugar cane farming area. While local children have always formed the core of our enrolments, there is a growing trend of parents from areas further afield choosing to send their children to our smaller school environment. With our small student numbers and the quality staff supporting our school, we offer a very safe and supportive learning environment for all students.

## Principal's Foreword

### Introduction

McDonnell Creek State School is a small rural school in the Far North of Queensland situated on the Bruce Highway between Cairns and Innisfail. The Bellenden Ker ranges form a scenic backdrop to the school, which is bordered by McDonnell Creek. Established in 1913, the school celebrated its centenary in 2013. Many of our students travel up to 30 minutes to school, from as far as Edmonton and Gordonvale, with 20% of our students living locally. McDonnell Creek State School is a one teacher school, with a Teaching Principal instructing a multi-age classroom from Prep to Grade 6. Day 8 enrolment of 20 students in 2015 are enrolled in years 1 to 6. Students have access to independent learning programs and are supported to work at their learning level of the Australian Curriculum. With continual growth of student outcomes, well established routines, behaviour management, high staff morale and a well-supported community, the learning and social environment for all students is evidently empowering and welcoming. This report outlines aspects of the school's progress, and highlights the schools achievements as it relates to 2015. The report also provides an overview of the school's priorities for 2015. It contains information pertaining to students, staff and the community. In particular, it outlines progress towards goals, future outlook, enrolment figures, school disciplinary absences and staff qualifications. It also contains information pertaining to the school opinion survey.

### School progress School Progress towards its goals in 2016

During 2016 the schools explicit improvement agenda was defined by the Principal supported by staff and community members with the focus on the following key regional priorities:

- 1) Improving Teaching - establish an effective curriculum plan: Following an external review plans were put in place for the development of an effective whole school plan for curriculum delivery to be implemented in 2017.
- 2) Connecting Parents and Caregivers with their Children's Learning: Issues were identified and addressed to improve the connection of parents to their children's learning and the development of effective relationships within the school community

### Future Outlook

1. Continued enhancement of the current P-2 and Years 3-6 reading programs
2. Continue to use "Great Results Guarantee" funding to implement reading intervention programs across the school
3. Refinement and development of high expectations of all students, ensuring they are making significant individual progress
4. Students and parents will be engaged in developing and reviewing independent learning goal setting while they are frequently analysing and discussing their learning experiences with teaching staff.

# Our School at a Glance

## School Profile

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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	21	9	12	2	91%
<b>2015*</b>	20	9	11	3	74%
<b>2016</b>	25	8	17	1	91%

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

The students at McDonnell Creek State School benefit from a supportive, secure and small school environment. Our school functions under multi-age principles which facilitate individualised learning achievements. Our student body currently consists of year levels from prep to year 6. Our students reside both locally and as far south as Deeral and north to Mount Sheridan attending our school. Our students are engaged in many outdoor activities as well as many local area community initiatives and clubs. Due to the spread of regions in which our students reside, at McDonnell Creek we support many different surrounding communities.

### 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	11	10	9
Year 4 – Year 6			9
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 Deliver

A multi-age philosophy which supports and allows children to experience success whilst encouraging students to progress at their own pace to achieve their full potential regardless of age.

The school caters for the key learning areas of English, Maths, Science, Technology, Humanities and Social Sciences, The Arts and Music, LOTE (Japanese) and Health and Physical Education. In addition to the key learning areas, McDonnell Creek State School offered the following distinctive curriculum offerings:

- Multi-age classes
- Australian National Curriculum Delivery
- Instrumental music year 3-6 (strings, woodwind, brass, percussion)
- swimming program

- Athletics day
- Cross country
- Student leadership program

## Co-curricular Activities

- Small Schools Sports Carnival
- Combined Schools' Sports Carnival
- Combined Schools' Cross Country (Years 4 – 6)
- Combined Schools' Sport Challenges (Years 4 – 6)
- End of Year Community Function
- Small Schools Musical
- Small Schools Activity Day
- School Camp
- School Excursions
- School Gardening and Environment Management Program
- Arts Council

## How Information and Communication Technologies are used to Assist Learning

McDonnell Creek State School embeds information and Communication Technologies (ICT) into normal classroom practice. ICT is a crucial part of the students' learning at McDonnell Creek State School as it becomes further integrated into all areas of the curriculum. The school has two interactive whiteboards, one in the classroom and one in the school library. The school is also equipped with 10 computers, readily available for student use. Teaching staff have individual laptops, all staff have access to computers. The school has 6 iPads which are integrated into learning practices.

## Social Climate

### Overview

Our students enjoy a cooperative, safe environment. We operate under a multi-age philosophy. This enables us to cater to all students' learning needs at an individual level. Students enjoy working in small groups with guidance from the classroom teacher and classroom teacher aides.

A high emphasis is placed on the relationship of staff with students, and students with each other. The school supports the Positive Behaviour for Learning model, with an emphasis on social skills, manners, tolerance and citizenship. Disruptive behaviours that interrupt learning and unsafe behaviour is not tolerated at our school.

A strong sense of community is also present at our school, whereby students, staff and families support one another and work towards a common goal. Students and their families are the focus of the school. We value developing and maintaining relationships.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> 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)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
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%	90%
they feel safe at their school* (S2037)	100%	100%	100%
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%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	90%
their school looks for ways to improve* (S2045)	100%	100%	90%
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%	80%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	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%	91%
their school takes staff opinions seriously (S2076)	100%	80%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	80%	91%
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

McDonnell Creek State School works with parents and community members to achieve the best academic outcomes for all students. Parents are actively involved in their child's education through consultation around individual learning goals. Parents and community members are invited to attend various community events designed to promote learning and interaction with local small schools.

McDonnell Creek engages visiting GO, HOSES, Speech pathologist and other services to create care teams in consultation with parents to facilitate appropriate adjustments to assist students with diverse needs to access and participate fully at school.

### Respectful relationships programs

The school has developed and implemented a programs that focus on appropriate, respectful and healthy relationships. These programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

### 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	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our students are working to reduce our environmental footprint. They are encouraged to engage in water and power saving activities as a part of everyday school routines. The school is in an active member of the Earth Smart Program. Our senior students work to educate all students on ways to save energy, recycle, reduce unnecessary waste and be sustainable. The need for reduction of energy consumption is seen as highly important and staff, students and community members work to support this initiative.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	5,806	285
2014-2015	4,611	240
2015-2016	13,450	165

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

GO

Sector:

Government

Non-government

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 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	6	<5
Full-time Equivalents	1	2	<5

#### Qualification of all teachers

\*Teaching staff includes School Leaders

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

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	1
Diploma	



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
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 \$4391.

The major professional development initiatives are as follows:

- Information and Technology including STEM initiatives, coding and Robotics
- The Teaching of Reading and Comprehension
- Early Years Education and Age Appropriate Pedagogies
- Mental Health and Wellbeing

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.	97%	97%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	91%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	99%	96%	96%

\*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%.

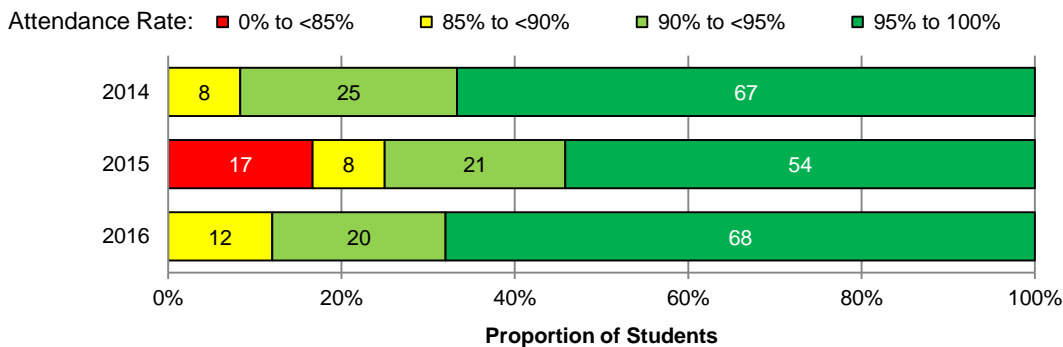
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	99%	96%	95%	95%	97%	92%	DW					
2015		92%	89%	87%	94%	98%	96%						
2016	93%	DW	96%	94%	93%	97%	97%						

\*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:



### 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.

Classroom and school roles are marked twice daily to record student attendance. Parents and carers are immediately contacted around any issues. Family and carers are contacted on the second day consecutive absence should there be no previous contact

## 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

---

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.

