DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

McDonnell Creek State School (1400)
Queensland State School Reporting
2012 School Annual Report

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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 is will celebrate its centenary in 2013 and celebrate a well-supported Many of our students travel up to 20 minutes to school from home, as far as Edmonton and Gordonvale, with 50% of our students who live local.

McDonnell Creek State School is a two-teacher, multi-age school with a day 8 enrolment of 30 students, ranging in ages from 5 to 12 years. Students are enrolled in all primary year levels from preparatory to year seven. 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 meeting and exceeding expectations frequently, 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 2012. The report also provides an overview of the schools priorities for 2013. It contains information pertaining to students, staff and the community. In particular, it outlines are 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 towards its goals in 2012

During semester two 2012 the schools explicit improvement agenda was defined by the Principal supported by staff and community members, with the focus on the following three key regional priorities:

1. Improving Reading Outcomes of all Students
2. Embedding the Explicit Instruction Pedagogical Framework
3. Community Engagement and School Development

In 2012 we made significant progress in embedding and refining the delivery of a consistent teaching and learning framework and improving the reading outcomes of all students in the school. With the priority of reading in the school's curriculum in 2012, much of the learning experiences became literacy centred while strongly supported by a holistic curriculum. The school embedded a 5-week benchmark assessment to accompany the priority of literacy. This allowed for clear and concise delivery of the curriculum at individual reading learning levels driven by data-based decision making.

The curriculum framework 'Explicit Instruction' was introduced, and while some refinements had been made throughout the second semester, the consistent delivery of the framework is evident in all literacy and numeracy lessons in every learning episode. Students' engagement in learning and improved whole-curriculum outcomes reflects those of the framework and high quality teaching and learning experiences each day.

Community engagement had significantly increased throughout 2012, with a focus on exposure of the school, increasing enrolment to a two-teacher schools (January 2013) from one-teacher. The school community also negotiated an out of school hours care contact for 2013, supported by families willing to support transport, enrolments increasing by 130% from January 2012 to January 2013. Parents were invited to parent-teacher meetings each term, parent-information nights each term, while parades at the end of each term became family and community engagement days. Student attendance saw an increase in late 2012, to 94.1% and parent engagement in students learning increased through class visits and supporting of in-class learning experiences.

Future outlook

Our school focus for 2013 are outlined in the Annual Implementation Plan and the schools Explicit Improvement Agenda, following on from the three key priorities outlined above

1. Improving Reading Outcomes of all Students
2. Refining and Developing Explicit Instruction Pedagogical Framework
3. Community Engagement and School Development

It is evident in our end of year data, particularly the improvement in school attendance rate and the increased enrolment that students and families are happy with attending school and the learning experience they receive each day. Our data in the curriculum suggests the priority of 'Improving Reading Outcomes…' should still take precedence, and with the refinement of the Explicit Instruction framework the school is confident this improvement will be evident in 2013 data.

We are committed to this unrelenting focus to improve the outcomes of reading for all students as we know this will have an impact on the whole curriculum and its outcomes. We will continue to raise the bar and define projects and practises which will support the needs of all individual students and their literacy learning needs. We will have high expectations of all students and make data-based driven decisions, undertake relevant and the most-prevalent professional development and continue to refine our teaching and learning practices while delivering engaging learning experiences every day of the year.

Students and parents will be engaged in developing, refining and reviewing independent learning goal setting while they are frequently discussing their learning experiences with their teacher and understanding assessment needs and benchmarks. While student in grades P-2 will be involved in the recently developed 'intervention program' for one-on-one teacher to student learning sessions four days per week, underlining the key skills of 'what good readers do'.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2012: **Prep - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	16	10	6	100%
2011	16	9	7	83%
2012	18	11	7	67%

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

Characteristics of the student body:

The students at McDonnell Creek State School benefit from a supportive, secure and small school environment. Our school functions under multiage principles which facilitate individualised learning achievements. Our student body currently consists of year levels from Prep to year 7 and whilst in previous years the majority of our student body has consisted of local families, this year we have many students from as far south as Deeral and north to Gordonvale and Edmonton atten ding 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 surroundingcommunities.

Average Class sizes

	Average Class Size
Phase	2012
Prep – Year 3	8
Year 4 – Year 10	10
Year 11 – Year 12	0

School Disciplinary Absences

	Count of Incidents
Disciplinary Absences	2012
Short Suspensions - 1 to 5 days	0
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

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

We cater for the key learning areas of English, Maths, Science, Technology, Studies of Society and the Environment, The Arts & Music, LOTE (Japanese) and Health and Physical Education. In addition to the 8 key learning areas McDonnell Creek State School offered the following distinctive curriculum offerings:

- Multi-age Classes
- Australian National Curriculum Delivery
- Instrumental Music Years 4-7 (Strings, Woodwind, Brass, Percussion)
- Swimming Program
- Athletics Day
- Interschool Sports Years 4-7
- Cross Country
- Student Leadership Program
- Support Programs for Students with Special Needs
- Individual Curriculum Access Plans

Extra curricula activities

- Small Schools Sports Carnival
- Combined Schools' Sports Carnival
- Combined Schools' Cross Country (Years 4-7)
- Combined Schools' Sports Challenges (Years 4-7)
- End of Year Community Function
- Small Schools Musical
- Small Schools Activity Day
- School Camp
- School Excursions
- School Gardening and Environment Management Program

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 more integrated into all areas of the curriculum.

The school has 3 interactive whiteboards, one in each learning classroom and one in the school library. The school is also equipped with 18 computers, readily available for student use, while staff has access to computers.

In semester two, the school had acquired 5 IPads which are now being integrated into learning practices.

Social climate

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 School-wide Positive Behaviour model, with an emphasis on social skills, good manners, tolerance and good citizenship. Disruptive behaviours that interrupt learning and bullying or other 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.

Our school at a glance

Parent, student and staff satisfaction with the school

Our parents, students and staff are proud of our school. They work hard to support and develop its ability to provide and cater for the individual needs of the students.

DW = Data withheld due to assessment cohort size

Involving parents in their child's education

Our parents and carers are involved in their students' schooling in a number of ways at McDonnell Creek State School.

Parents are welcome to visit the classroom and take a look at their child's work or view learning experiences. Work may be displayed around the classroom or school for parents and other community members to view.

Parents and carers visit the classroom to assist with reading and reading groups, and are in regular contact with the Principal and other school staff. This provides a real connection with their child's education and progress.

Parents are also involved with:

- School Excursions
- Camps
- Inter school Sports Days
- P&C Meetings
- Working Bees
- School Grounds Maintenance
- Celebrations
- Student Leadership Program

A school newsletter is sent home every second Friday (fortnightly) from Austnews on behalf of the school.

School P&C meetings occur monthly on a Wednesday at 3.30pm

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 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	
	Electricity kWh	Water kL
2009-2010	18,567	226
2010-2011	14,630	176
2011-2012	13,801	372

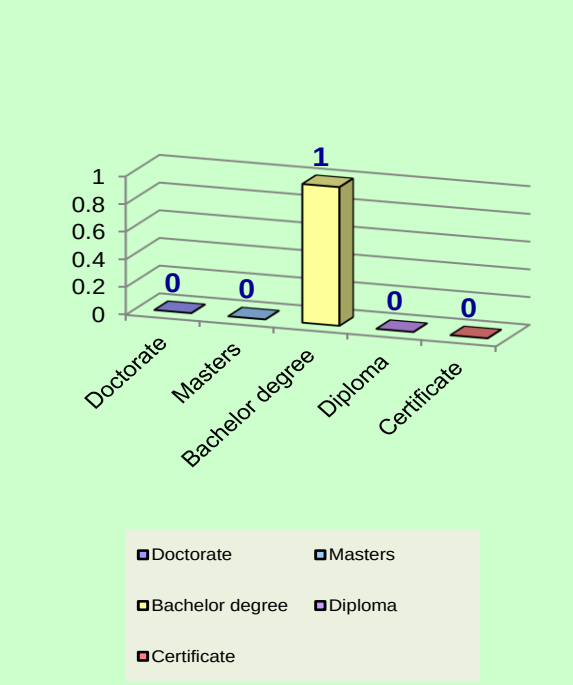
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	<5
Full-time equivalents	1.2	1.8	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	1
Diploma	0
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $5,000.

The major professional development initiatives are as follows:

- Explicit Instruction
- The Teaching of Reading and Comprehension

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	98.5%	99.2%	96.6%

Our staff profile

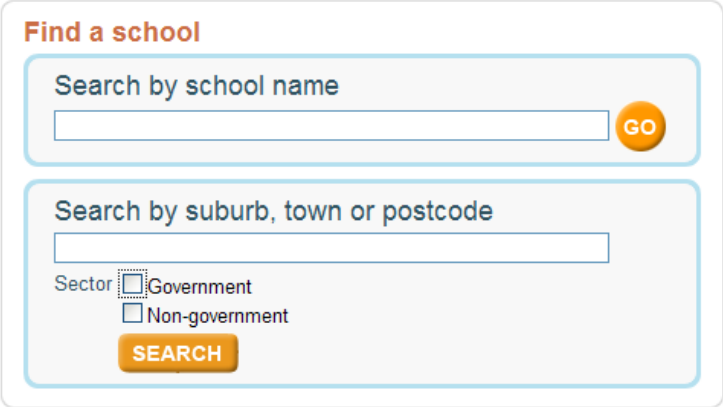
Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income 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.**



Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	96%	89%	94%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

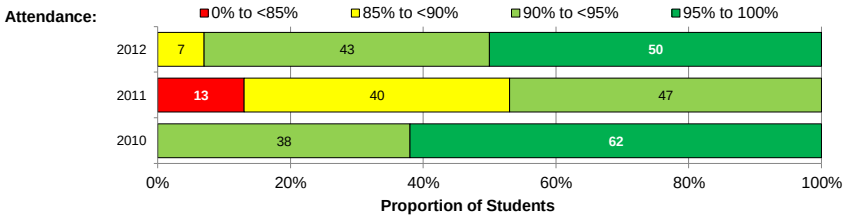
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	98%	DW	96%	DW	90%	DW	N/A	N/A	N/A	N/A	N/A

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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.

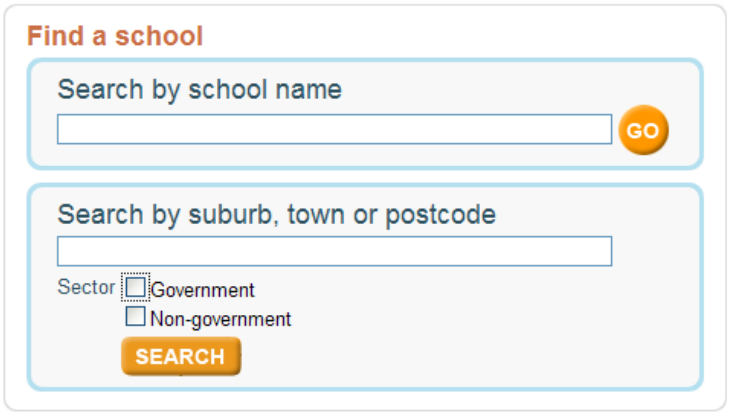
Families and carers are contacted on the second day consecutive absences should there be no previous contact in.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.**

Performance of our students



Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Due to low numbers of student in all cohorts, it is not appropriate to comment on performance.