



Mackenzie State Primary School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal



School Overview

Mackenzie State Primary School offers a unique educational opportunity for your child. We specialise in high quality teaching and curriculum delivery through understanding and responding to each child's capabilities and needs. Our school highly values integrity, honour and personal achievement. We believe that every child can succeed and we create a positive, safe and supportive environment that allows students to thrive. Mackenzie State Primary School continues to build a reputation for delivering outstanding educational opportunities to every child in our community. Alongside our school's academic curriculum, with high expectations for each student, we offer a creative and rich extra-curricular program including instrumental music, drama, sport and physical activity, student leadership projects, French language and digital technology studies. From Prep to Year 6, students participate in many of these engaging opportunities that also offer pathways to programs at nearby Mansfield State High School. At Mackenzie, your child's education takes place within our new, high quality primary campus that offers outstanding facilities and resources to help inspire your child's love of learning. Our team partners closely with our parents and carers, and the wider school community, including our cluster schools, specialist and support staff, and other curriculum and teaching leaders, to continuously work to ensure the best possible learning environment for your child to succeed.

School progress towards its goals in 2018

This Mackenzie State Primary School Annual Report for 2018 provides a snapshot of the school's increasing success at delivering outstanding outcomes for students. It contains information on school priorities, unique features, curriculum, school procedures and a range of student and staff information. I encourage you to contact the school (details on the previous page) if you would like more information.

Mackenzie State Primary School's improvement agenda for 2018 was a focus on improving student achievement in writing across the curriculum. The school implemented an explicit approach to the teaching of writing and tracking student success against the English Australian Curriculum, to increase the % of students achieving an A and B.

Writing is key to students' success in each learning area and is vital towards being a critical and creative lifelong learner. Three key strategies towards this goal in 2018 are shown below.

Strategy	Status
Build teacher capability and collective efficacy through working with our Executive Coach	
Create an Australian Curriculum-informed and evidenced-based writing framework	
Build teacher knowledge in the productive mode of Australian Curriculum English	

Table 1: Improvement priorities linked to student reading achievement

These strategies were successfully achieved in 2018, leading to excellent outcomes for students. These goals were achieved alongside maintaining our high standards of teaching and curriculum delivery across all learning areas for students.

Future Outlook

In 2019, Mackenzie State Primary School will continue to build on the success of recent years with a focus on improving students' writing achievement in English and other curriculum areas. One way this will continue to be achieved is through partnering with a coach, other curriculum and teaching experts, and a cluster of schools, to extend the high-quality education provided to all students at our school. Mackenzie State Primary School continues to have a target for 100% of students to reach year level reading standards and at least 50% to reach above year level targets. This will continue to lay the groundwork for student success in all learning areas.

School Improvement Priorities 2019

Improve student achievement in writing

To improve student achievement in writing by explicitly teaching for thinking so that our students can thrive in an ever-changing future. We will measure improvement through an increased % of students achieving an A or B for English.

1. Extend collective efficacy across Brisbane City Small Schools cluster through working with our colleagues and Executive Coach			
Actions	Targets	Timelines	Responsible Officer/s
Maintain Executive Coach role across cluster	Throughout 2019	Throughout 2019	Principal
Facilitation of teacher observations of other teachers work/ learning walks within schools	1/ Term	Throughout 2019	Principal and Executive Coach
Continue professional learning across cluster based around Australian Curriculum	Planning in place Jan 2019	Throughout 2019	Principal
Increase teacher capability in strategies to support student writing (eg. Cameron & Dempsey, Seven Steps, Writer's Toolkit, Bump it Up Wall)	Increased % students achieving A, B	SFD's Jan 2019	Principal
Development of school's writing framework built on work done in school and cluster	Development of School based Writing Program	Throughout 2019	Principal and Executive Coach
Facilitate collaboration between teacher network via Skype	Once a term	Throughout 2019	Principal
Conduct regular cluster leadership team meetings	Once a term min.	1/ Term	Principal
2. Build teacher knowledge in explicitly teaching thinking; Critical and Creative thinking and ICT general capabilities.			
Actions	Targets	Timelines	Responsible Officer/s
Build leadership capabilities within teaching staff with access to professional development and then distribution of learnings promoting HAT and LT positions	Sharing/influencing practice with cluster network	2019	Executive Coach
Designated times for unpacking Critical and Creative and ICT general capabilities facilitated by Executive Coach in planning	Once a term/ SFD	Throughout 2019	Executive Coach
Designated pedagogical discussions regarding classroom practice	Term participation	Throughout 2019	Executive Coach
3. Extend teacher knowledge in the productive mode of Australian Curriculum English and build understanding of Australian Curriculum Science			
Actions	Targets	Timelines	Responsible Officer/s
Deepen understanding of Australian Curriculum Science	Once a term/ planning SFD	Throughout 2019	Executive Coach
Identify the literacy demands and opportunities of Science	Once a term/ planning SFD	Throughout 2019	Executive Coach
Embedding assessment within pedagogical practice using tools to monitor student	Planning sessions once/ term with	1/ term	Executive Coach

performance and for review at term planning	Ann Suthers		Teachers
EC working with teachers in their classrooms to assist implementing strategies and track improvement	Increased % students achieving A, B	Throughout 2019	Executive Coach Teachers
Students do daily writing across learning areas to build up stamina	Increased % students achieving A, B	Throughout 2019	Classroom teachers Principal
Conduct planning days each term with Executive Coach	Increased % students achieving A, B	Throughout 2019	Principal to facilitate Executive Coach

These priority areas sit alongside the work of Mackenzie State Primary School's staff team to deliver an engaging, balanced and appropriately challenging learning environment where every child can be a successful learner, improving every day.

Gina Bryant

Principal
Mackenzie State Primary School

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	77	124	134
Girls	27	49	57
Boys	50	75	77
Indigenous		1	2
Enrolment continuity (Feb. – Nov.)	99%	96%	97%

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 Mackenzie State Primary School student body reflects the communities of Mackenzie, Burbank and surrounding areas and is largely drawn from mid to high socio-economic backgrounds with some cultural diversity. Our student population is becoming gradually more diverse as new families move to the area and enrol at Mackenzie State Primary School, which is also in the Mansfield State High School catchment area.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	24	22
Year 4 – Year 6	12	23	24
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

Mackenzie State Primary School offers all learning areas of the Australian Curriculum: English, Mathematics, Science, History, Geography, Technologies, The Arts, French as a Language Other Than English (LOTE) and Health and Physical Education. High quality teaching is supported using well-designed student assessments to ensure teachers can accurately evaluate students' achievement and provide relevant and ongoing feedback.

Some distinctive aspects curriculum delivery offerings at Mackenzie State Primary School include:

- ✓ Instrumental Music program from Year 3 to 6 (strings: violin and cello; and percussion)
- ✓ French language and cultural studies from Prep to Year 6
- ✓ Weekly music lessons with full class instrument sets from Prep to Year 6

Daily movement and physical activity to enhance learning

Co-curricular activities

Mackenzie State Primary School supports children to reach their potential by offering a balanced and engaging range of co-curricular activities:

- ✓ Interschool and district sport for soccer, netball, touch football, athletics, swimming and more, providing opportunity to develop positive attitudes towards team sport and increased competence in chosen sports (Year 4 – 6)
- ✓ Instrumental Music program with ensemble – Gala Performing Arts showcase evenings
- ✓ Leadership development – outstanding leadership opportunities for students including an active student leadership program and camp with real-world projects throughout the year
- ✓ Collaboration with neighbouring Mackenzie State Special School students, including for inclusive theatre performances and peer reading – building a deeper appreciation of diversity
- ✓ Reading Challenges, Mathematics Challenge
- ✓ Visual Arts, Dance and Drama program for Prep – Year 6 catering for a wide range of abilities

- ✓ Technology – leading technology access for students including iPad and PC resource banks in every class
- ✓ School Camp programs
- ✓ Robotics/programming, chess and other challenging extension groups
- ✓ Outside School Hours Care specific interest activities
- ✓ Positive Behaviour for Learning and Kids Matter processes to support our students to enhance their social, emotional and academic outcomes
- ✓ Student participation in community partnership programs

How information and communication technologies are used to assist learning

The jobs that our students will take on in the future will demand that they possess high level skills in Information and Communication Technologies as well as having critical and creative thinking skills. Mackenzie State Primary School offers outstanding technology resources for students, along with strong teacher capability in using technology to enhance student learning. The Mackenzie State Primary School P&C has donated significant funds for the diverse technology mix available for teaching and learning at our school. Students frequently use technology to create and design, solve problems, research, produce work, and to make presentations, including on weekly assemblies. Our staff also coach each other in their areas of expertise with technology, and in the most effective ways of integrating technology into their teaching program to most benefit learning for students.

Social climate

Overview

Mackenzie State Primary School has an integrated approach to the promotion of a climate of positive behaviour and school values. We aspire to live and breathe our school motto, “Honour Before Honours”, which supports our core values of integrity, respect and success through effort.

We celebrate positive student behaviour and hold high expectations of all students. The school utilises the Positive Behaviour for Learning framework throughout the school based around being **Safe**, **On-task** and ready to learn, and acting with an **Attitude** of honour and **Respect** (S.O.A.R). Challenging behaviours are managed appropriately with a focus on student safety and the right for each child to be respected. The school responds quickly with positive behaviour interventions and natural consequences to support students when needed.

Additionally, the school chaplain works across the school two days per week. The chaplain is an asset to the school community and supports the school’s wellbeing initiatives and provides alternative lunchtime activities, including supervised games, for students who are new to the school or looking for alternative play spaces.

The school’s positive social climate is also demonstrated through excellent student attendance, positive school student opinion surveys and behaviour data collected along with a low incidence of school disciplinary absences. Mackenzie State Primary School is a great place to learn.

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)	100%	79%	100%
• this is a good school (S2035)	100%	79%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child likes being at this school* (S2001)	100%	77%	100%
• their child feels safe at this school* (S2002)	100%	83%	93%
• their child's learning needs are being met at this school* (S2003)	100%	77%	100%
• their child is making good progress at this school* (S2004)	100%	77%	100%
• teachers at this school expect their child to do his or her best* (S2005)	94%	80%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	80%	100%
• teachers at this school motivate their child to learn* (S2007)	94%	77%	98%
• teachers at this school treat students fairly* (S2008)	100%	76%	98%
• they can talk to their child's teachers about their concerns* (S2009)	100%	77%	95%
• this school works with them to support their child's learning* (S2010)	100%	72%	100%
• this school takes parents' opinions seriously* (S2011)	100%	75%	100%
• student behaviour is well managed at this school* (S2012)	100%	70%	90%
• this school looks for ways to improve* (S2013)	94%	79%	100%
• this school is well maintained* (S2014)	100%	90%	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)	95%	97%	91%
• they like being at their school* (S2036)	100%	97%	82%
• they feel safe at their school* (S2037)	95%	94%	98%
• their teachers motivate them to learn* (S2038)	95%	92%	93%
• their teachers expect them to do their best* (S2039)	100%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	91%
• teachers treat students fairly at their school* (S2041)	95%	78%	78%
• they can talk to their teachers about their concerns* (S2042)	95%	89%	89%
• their school takes students' opinions seriously* (S2043)	83%	89%	93%
• student behaviour is well managed at their school* (S2044)	86%	86%	93%
• their school looks for ways to improve* (S2045)	100%	97%	96%
• their school is well maintained* (S2046)	96%	91%	91%
• their school gives them opportunities to do interesting things* (S2047)	100%	83%	98%

* 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)	88%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	88%	100%	100%
• they receive useful feedback about their work at their school (S2071)	88%	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)	88%	100%	100%
• students are treated fairly at their school (S2073)	88%	100%	100%
• student behaviour is well managed at their school (S2074)	88%	100%	100%
• staff are well supported at their school (S2075)	88%	100%	100%
• their school takes staff opinions seriously (S2076)	88%	100%	90%
• their school looks for ways to improve (S2077)	88%	100%	100%
• their school is well maintained (S2078)	88%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	88%	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

Parents are active and vital partners in their child's education at Mackenzie State Primary School. We encourage open parent and teacher communication to get the best possible outcome for each child. The school communicates with parents and carers in a variety of ways including the Mackenzie Message Service text message system that has received positive feedback from families. The school, its programs and positive culture are well-regarded in the community. The P&C Association also makes a significant contribution to the advancement of resources in the school and the hosting of events that bring the whole school community together.

We understand that our student population will at times present with diverse educational needs and that not all learners will meet expected standards at the rate expected. To support the full range of learners we have an experienced teaching team that works closely together to share practice on how best to support those who may learn differently. While the school does not have a specialist learning support teacher or special education unit, teachers liaise with the school's guidance officer to support students with broader needs, in collaboration with parents.

Respectful relationships programs

The school has planned and implemented the Health curriculum that focuses on appropriate, respectful, equitable and healthy relationships and personal safety and wellbeing. Supporting this is the school's Mackenzie 3 anti-bullying strategy that explicitly teaches children how to deal with conflict without violence and how to recognise, react and report when they, or others, are unsafe. A range of complementary positive behaviours are taught to students to support respectful 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	7
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's new campus has been designed and built to the latest energy efficiency specifications. The school promotes sustainable and energy efficient practices by all members of the school community.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	249,559		92,035
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

Mackenzie State Primary School's staff is a dedicated, high-performing team, who work together for the benefit of every child's learning and success.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	12	7	0
Full-time equivalents	9	4	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.*	1
Bachelor degree	8
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 \$28 000

The major professional development initiatives are as follows:

- Writing: Identifying the reading demands of the Australian Curriculum workshops
- Writing: Sheena Cameron to enhance the teaching of writing
- Writing: Seven Steps to Writing
- Mentoring Beginning Teachers
- Leadership and school improvement training
- Planning and moderation practices
- Positive Behaviour for Learning
- Implementation of the Australian Curriculum
- Michael Heggerty – Phonological Awareness Training

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%	95%	93%

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%.

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	95%	95%
Attendance rate for Indigenous** students at this school		DW	94%

* 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.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

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

Year level	2016	2017	2018
Prep	92%	96%	96%
Year 1	93%	96%	95%
Year 2	94%	94%	96%
Year 3	93%	96%	94%
Year 4	95%	95%	96%
Year 5	96%	94%	93%
Year 6	97%	95%	95%

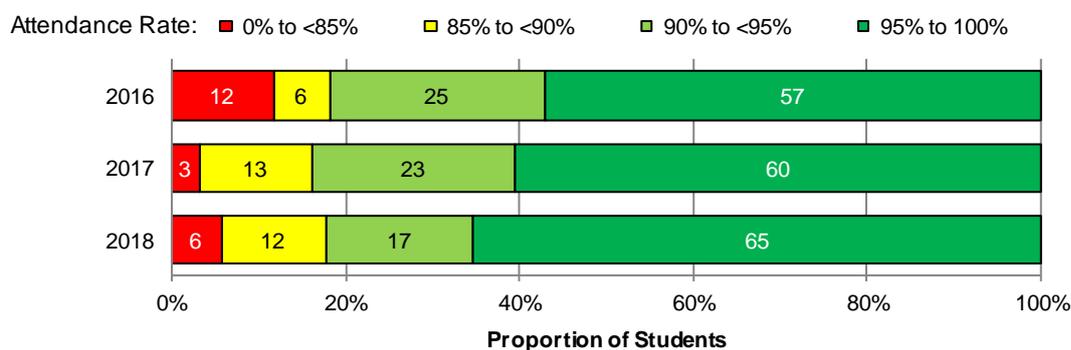
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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.

Mackenzie State Primary School follows DET procedures to ensure that each child has the best chance of being at school and be a successful learner. Non-attendance is tracked and monitored and followed up as a priority linked to student wellbeing and safety. Rolls are marked at the beginning of the day and parents are notified by SMS if their child is absent and the school has not been notified of the reason for the absence.

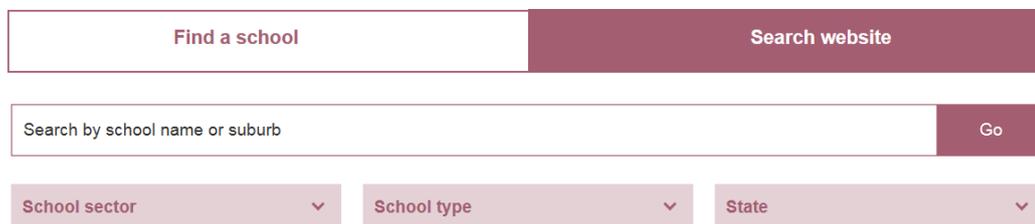
Attendance is encouraged through Mackenzie State Primary School's positive and engaging learning environment, communication with parents and carers, and a community understanding that every day counts towards students success.

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.



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.



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.

Conclusion

Mackenzie State Primary School is a vibrant learning community that delivers outstanding outcomes for students. This 2018 School Annual Report has highlighted Mackenzie State Primary School's progress towards priorities, future goals, the school's strengths, and outcomes achieved for students.

Mackenzie State Primary School specialises in high quality teaching through understanding and responding to each child's capabilities and needs. We highly value integrity, honour and personal achievement, with a belief that every child can succeed.

And as described, our school team partners closely with our parents and carers, and the wider school community, to continuously work to ensure the best possible learning environment for your child to success

