



Maidavale 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

Maidavale State School is a one teacher school 9 km south west of Ayr. Although our school is situated in a farm area, most of our students come from the towns of Ayr, Home Hill and Brandon as some children require a small school situation to be able to work at their potential. There are 20 students at the present from Prep to year 7 with the average being 16 students over the last five years. The School Vision is to empower each student so they can excel in knowledge for this century. We value individual responsibility, positive attitude, equality and respect for others. Our students show great community commitment by participating in activities associated with the following organisations; Reef Guardian, Burdekin Bowen Integrated Floodplain Management Advisory Committee, Rural Health, local farmers and the Burdekin Shire Council. We have a very full Arts Program with a specialist guitar teacher for year 4 to 7 students and another teacher who concentrates on speech, art and music. We combine with other schools to participate in interschool sport on Fridays as well as camps and other educational activities. The school is in the process of implementing and enhancing its Sustainability Plan. This has included the construction of six raised vegetable garden beds, a non dig pumpkin area, leaf mulching, water, energy and waste saving activities. This has enabled the school to become a cleaner and more environmentally friendly place to be. Our school uses technology in most aspects of education. All students in years 3 to 7 have access to a computer at any time while our Preps to year 2 students have one computer between two. We are also in the process of setting up four ACER tablets and an ipad for student use. The interactive monitor as well as the data projector are used frequently. The year 3 to 7 students are able to work at their own pace in maths as we utilise the Qld School of Distance Education Program. As a result of this we are finding our students are becoming better readers and independent learners. This is preparing our students well for the digital world. Our staff and students have worked hard to obtain GREAT results in NAPLAN and internal testing as well as individual students self concepts. Owing to the size of the year levels (less than 5 students) complete results do not appear in My School. We are proud of our students and staff and look forward to the future.

It gives me great pleasure to present the 2018 School Annual Report for Maidavale State School. At Maidavale State School we are committed to our motto 'Strive for the best,' and we deliver this through:

- High academic expectations:
- A safe supportive environment:
- Strong partnerships between our staff and school community.

This report provides an overview of the school and its operations. It also contains data relating to the staff profile, parent and student satisfaction and student performance on standardised tests. I encourage you to read this report and make an appointment at the school if you would like any further information.

Damien Pressley
Principal
Maidavale State School

School progress towards its goals in 2018

This report provides a snapshot of the school performance and unique characteristics for the 2018 school year. From the 2018 Annual Implementation Plan, and funding from Investing For Success (I4S) of which we received \$5,296, most of the key targets were achieved.

They included:

- Embed Quality Teaching and Learning within the curriculum.
- Increase the percentage of Prep to Year 6 students achieving an A-C level of achievement in English, Mathematics and Science from 50% (2017) to 100% by the end of 2018.
- Increase the percentage of students achieving an A-B level of achievement in English, Mathematics and Science from 40% (2017) to 50% or above by the end of 2018.

Future outlook

Every student succeeding through individualised learning of curriculum

School Improvement Priorities

- Embedding the use of the Literacy continuum/Early Start to identify students' skills and knowledge to focus on the next steps for teaching/learning – using an Inquiry Cycle
- Improving student A-E through explicit teaching of writing across the curriculum
- Embedding a whole school approach to unpacking each unit using the NQR 'Teaching with a Literacy Focus' with release teacher – focusing on pedagogy and differentiation
- Develop staff skills to use data to identify the learning edge for each student, to inform the next step for teaching/learning
- Implement the P-12 CARF Burdekin Small School's Cluster Agreement

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	10	4	6
Girls	4		1
Boys	6	4	5
Indigenous	1	1	1
Enrolment continuity (Feb. – Nov.)	64%	100%	100%

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

Maidavale State School educates children from the Maidavale catchment area as well as Mt Kelly, 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	13	4	6
Year 4 – Year 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

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 and writing across the curriculum
- 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
- iPads
- Direct curriculum integration of a range of generic software applications scaffolded and sequenced across the school e.g. Reading Eggs, Typing Tournament, Athletics, IXL Maths and English.
- 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. Maidavale uses two programs to enrich student's self-efficacy: Program Achieve - You Can Do It and Friends.

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%	DW	100%
• this is a good school (S2035)	100%	DW	100%
• their child likes being at this school* (S2001)	100%	DW	100%
• their child feels safe at this school* (S2002)	100%	DW	100%
• their child's learning needs are being met at this school* (S2003)	100%	DW	100%
• their child is making good progress at this school* (S2004)	100%	DW	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
• teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
• teachers at this school treat students fairly* (S2008)	100%	DW	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
• this school works with them to support their child's learning* (S2010)	100%	DW	100%
• this school takes parents' opinions seriously* (S2011)	100%	DW	100%
• student behaviour is well managed at this school* (S2012)	100%	DW	67%
• this school looks for ways to improve* (S2013)	100%	DW	100%
• this school is well maintained* (S2014)	100%	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)	100%	DW	100%
• they like being at their school* (S2036)	80%	DW	100%
• they feel safe at their school* (S2037)	80%	DW	100%
• their teachers motivate them to learn* (S2038)	100%	DW	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	100%	DW	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	DW	100%
• teachers treat students fairly at their school* (S2041)	100%	DW	100%
• they can talk to their teachers about their concerns* (S2042)	75%	DW	100%
• their school takes students' opinions seriously* (S2043)	100%	DW	100%
• student behaviour is well managed at their school* (S2044)	100%	DW	100%
• their school looks for ways to improve* (S2045)	100%	DW	100%
• their school is well maintained* (S2046)	100%	DW	75%
• their school gives them opportunities to do interesting things* (S2047)	100%	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 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%	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%	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.

A school newsletter is sent home each month 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

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	13	0	0
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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		3,128	9,335
Water (kL)		236	172

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	3	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	1
Diploma	1
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 \$1, 296.

The major professional development initiatives are as follows:

- Provide professional development for staff on P-12 CARF, with a focus on differentiation for all students; skills to use data to identify the learning edge for each student, to inform the next step for teaching/learning
- Senior First Aid Certificate
- CPR Training
- Moderation of assessment
- Principal leadership
- Mandatory training modules
- Principal Conference

The proportion of the teaching staff involved in professional development activities during 2018 was \$, 1296.

The proportion of the teaching staff participating as a percentage for 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.	99%	99%	99%

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%	94%	94%
Attendance rate for Indigenous** students at this school	81%	DW	DW

* 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	DW	DW	
Year 1	DW	89%	100%
Year 2	84%		89%
Year 3	89%		
Year 4	88%		
Year 5	81%	DW	DW
Year 6	97%		DW

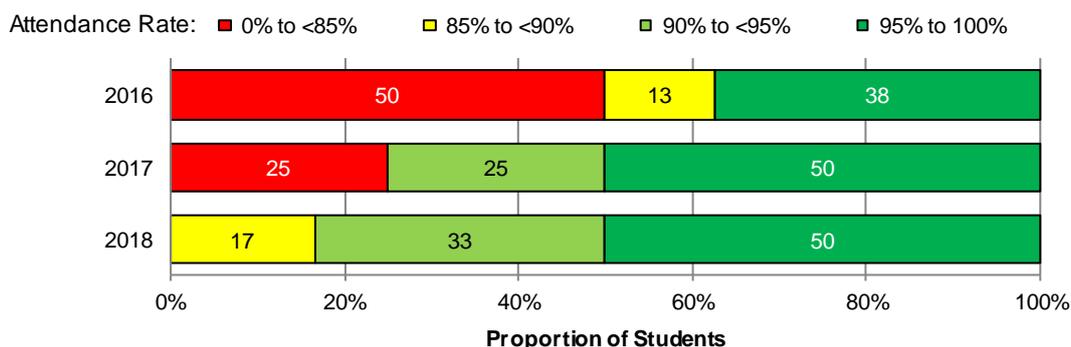
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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 2018 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 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.