

# Miallo State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This report outlines aspects of our school's progress, and highlights our achievements as it relates to 2015, and provides an overview of our priorities for 2016. It contains information regarding our students, staff and community. In particular, it outlines our progress towards goals, future outlook, enrolment figures, class sizes, school disciplinary absences and staff qualifications. It also contains information pertaining to the School Opinion Surveys and the how our Year 3 and 5 students performed in the NAPLAN tests.

Our school was opened on the 2<sup>nd</sup> of October, 1911 – over one hundred years ago! Due to increasing enrolments exceeding our holding capacity, our school became enrolment managed in 2014, operating under an Enrolment Management Plan to ensure our numbers to do exceed 190 students in the future.

Less than 40% of our students live in catchment [Miallo, Bamboo, Rocky Point and Whyanbeel] with the majority residing out of catchment [Mossman, Newell Beach, Port Douglas, Julatten, Wonga Beach]. Future students must reside in catchment at the time of enrolment or have siblings already enrolled at Miallo. The school has a waiting list for out of catchment students. Our school has a very high reputation for academic, musical and sporting achievement and our students are successful when they go on to high school. Our school performs strongly in systemic testing and competitions including NAPLAN, PAT Maths, PAT Reading and the Australian Maths Competition. Many of our students go on to hold leadership positions at the local high school also.

### School progress towards its goals in 2015

Our 2015 goals and our progress towards them are listed below:

**Improve teaching** [through a commitment to being a high expectations EI school, explicit teaching professional development particularly in writing, finetune our pedagogical framework, warm ups, guided reading rotations, and reaffirming high expectations in all areas].

We continued and reaffirmed our commitment to a performance culture, through a number of means: recalibrating our cohort benchmarks and individual student targets; having high expectations in all that we do from display to bookwork; and finetuning our pedagogical framework.

This was married with professional development for teachers in explicit teaching. The foundational programs JEMMS and EMMS [Maths], Words their Way [Spelling], Jolly Phonics, Code Breakers [phonemic awareness] and Sightwords 1000 were mandated and were successfully continued across the whole school. Warm ups [or consolidations] in Maths and English were also mandated daily as were A and C exemplars in English.

The Explorations kits were trialled in the lower school. A differentiated model for coaching was implemented including the Mentoring Beginning Teachers program. Our Intervention program for our below benchmark students continued to be improved and we implemented the Fontas and Pinnell reading kits.

### **Refine and embed data-based decision making**

We continued to implement 5-weekly student progress meetings with tangible targets.

Teacher Capability Systems [including coaching system, professional development, peer visits, etc.] were extended to include Mentoring Beginning Teachers. Coaching and feedback systems, including formal coaching and regular classroom walk throughs [CWTs] were differentiated according to teachers' level of proficiency in explicit instruction and needs.

Teachers all implemented their Classroom Intervention Action Plans and differentiation for students was able to occur on a school level through the notion of 'travellers', in which students travelled to other classes at different parts of the day, particularly EMMS/JEMMS or warm ups. This was to either support/scaffold their learning or extend them.

Analysis of data at a school, cohort and student level occurred with teachers, HOC and the Principal and was shared at regular staff meetings.

### **Refine and embed planning and accountability systems**

Teachers Personal development plans [PDPs] were aligned with the new Professional Standards for Teachers. Teacher aides and administrative staff also participated in the PDP process.

The Principal's role as instructional leader is crucial to our school's consistency and high expectations, and to support each teacher. This role is explicitly stated on the first Pupil Free Day with all staff. Capability systems including coaching and feedback, Student Progress Meetings, observations and regular professional development are embedded in our school culture and continue to be refined.

### **Connect parents and caregivers with their children's learning**

Numerous school events including parent workshops, discos, weekly parades, Under 8s Day, Student Leader Induction, Cross Country, Athletics' Day, Choir Musical, M Factor, School Concert were held with success and good parent participation and support.

The Regional Attendance Strategy was implemented and reward systems of Monthly Pennants, Sight Word ribbons and Students of the Week continued with success and positive feedback.

We introduced a whole-school weekly behaviour focus using posters that we developed using student photos demonstrating desired behaviour.

Communication included weekly newsletters and parades, a letter sent home by each class teacher in the first two weeks or every term, a parent teacher night in Term 1, face-to-face reporting in Terms 1 and 3, school noticeboard, website, QSchools App, student diaries and a reading workshop for parents.

All classes adopted a social justice issue, including but not limited to: Leukaemia Foundation, Community Food Drive, Tangaroa Blue Foundation, Grandparents Day, Child Protection, Mobile Phone recycling to save gorilla habitat and Christmas Boxes to be sent overseas.

## Future outlook

Our focus for 2016 is clearly defined in our School Improvement Priorities detailed in the school's Annual Implementation Plan. They include:

### Improve teaching

- Implement quality differentiated curriculum [fulfilling ACARA]
- Become a launch school for digital technologies curriculum
- Continue to improve warm ups in maths, reading/spelling, and writing
- Develop teacher capability through 7 Steps inservice and differentiation [particularly for extension]
- Employ Teaching and Learning Coach for Semester 1 using Investing for Schools funds
- Implement 2016 Upper School Advancement Plan

### Refine and embed data-based decision making and accountability systems

It is evident from our 2015 data that students are happy and well behaved at our school, and our data in both literacy and numeracy is comparable to or above the Nation. However, we are committed to continuing an unrelenting focus on improvement, in effect 'raising the bar' for all student outcomes. This requires continual rigor around analysis of student data to inform our decisions. Data meetings are held 5-weekly with the leadership team and HOC provides data analysis support.

Teachers 'Developing Performance Plans' to be aligned with new Professional Standards for Teachers.

### Connect parents and caregivers with their children's learning

- Continue to coordinate school events that encourage parent participation and share positive news stories
- Implement new 3-way face-to-reporting in Term 1 and 3
- Implement new Reporting Agreement which sees changes to how we report to parents
- Promote explicit teaching of behavioural expectations and well-being

We will have high expectations of all students and make data-driven decisions, using the latest research. We unpack what high expectations means in our school, from behaviour, to bookwork presentation to academic results. These are drivers in our school, and our practice, staff meetings and professional development are all geared toward these. Formal coaching is an important element of improving our pedagogy, in addition to the development of high goals in literacy and numeracy for all classes.

While we are a high expectations explicit instruction school focused on academics, it is imperative to us that we have well-rounded students who are respectful and considerate, well-mannered and well behaved. We endeavour to provide our students with a range of learning and social opportunities.

## Our school at a glance

### School Profile

**Coeducational or single sex: Coeducational**

**Independent Public School: No**

**Year levels offered in 2015: Prep Year - Year 6**

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	160	69	91	16	97%
2014	195	83	112	18	94%
2015	174	72	102	8	90%

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 2015, 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:

In 2015, 41% of our students were female and 59% were male. Our enrolments are now more stable due to being Enrolment Managed. Our Indigenous population was 5%. Most of our students' families are involved with agriculture or tourism and many come from families that have a long history in the local area. Many students come from rural backgrounds however, we also have many that reside in the town of Mossman and others from Port Douglas. The ICSEA [index of community socio-educational advantage] factor for our school is 1009 – this is the first time in a number of years that we have been above 1000.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	20	20
Year 4 – Year 7 Primary	23	22	19
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	5	2
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.

### Curriculum delivery

#### Our approach to curriculum delivery

We cater for the Key Learning Areas of English, Maths, Science, Technology, Geography, History, The Arts, Languages Other Than English (Japanese) and Health and Physical Education. In addition to these Key Learning Areas, Miallo State School offered the following distinctive curriculum offerings:

- ★ Instrumental Music Years 3-6 (Strings, Brass, Woodwind, Percussion)
- ★ Support programs for Students with Special Needs or require Early Intervention
- ★ Focus on literacy and numeracy
- ★ Swimming program [Term 4]
- ★ Interschool Sports Years 4-6
- ★ Athletics' Day
- ★ Cross Country
- ★ Student Leadership Camp and Program
- ★ Student Representative Council
- ★ School Choir

### **Our distinctive curriculum offerings**

Extra curricula activities include:

- ★ The M Factor (Talent Quest)
- ★ Excursions P-6 [minimum one per class]
- ★ Fire Education Program P-1
- ★ NAIDOC Day activities led by community elders
- ★ Cape York Sports' Education Tour
- ★ School ANZAC Ceremony and Port Douglas ANZAC Day March
- ★ Westpac Maths Competition
- ★ Under 8s Day
- ★ Class Camp for Years 6
- ★ Eisteddfod and Music Camp (instrumental music students)
- ★ Discos
- ★ Arts' Council Performances
- ★ Artist in Residence every year [Visual Street Artist Daniel Wallwork in 2015]
- ★ Whole-school Reward Days (SWPBS) each term
- ★ Weekly Religious Instruction (RI)

### **How Information and Communication Technologies are used to improve learning**

The use of ICTs is integral to learning at Miallo State School. The school has a fully equipped computer lab as well as computers located in each classroom. All computers are fully networked and connected to the internet. In 2015 the school upgraded equipment as required to ensure every class has a functioning Interactive Whiteboard, ipad and computers. Advocating for a faster bandwidth has been a going concern.

ICTs play a critical role in the teaching and learning process at our school, and all teachers use a laptop computer for their everyday planning and teaching as part of the Computers for Teachers program. Weekly ICT specialist lessons for all students were also provided by the class teacher in the computer lab and this was often integrated into other Key Learning Areas.

## Social Climate

At Miallo State School, we believe all students have the right to learn and feel safe, respected and happy in a supportive and socially just environment. A high emphasis is placed on the relationship of staff with students, and students with each other. We are a School-Wide Positive Behaviours School, in which social skills, good manners, tolerance and good citizenships need to be developed through explicit teaching and modelling, with an understanding that students are accountable for their own behaviour. Disruptive behaviours that interrupt learning and bullying [or other unsafe behaviour], are not tolerated at our school. Reports from students or parents of this occurring are followed up at the first instance and we are considered strict but and fair. We make efforts to reward good behaviour with whole-school and individual classroom reward systems in place.

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. A Guidance Officer, Students with Disabilities teacher, Speech Language Pathologist, learning support staff and Social Worker also visit the school to provide support to students and staff where needed, through developed programs and strategies. Our school community values people, facilitates learning and continually questions our organisational and pedagogical practices. There are open lines of communication. We measure our progress by external and internal benchmarks and staff are committed to recognising, rewarding and celebrating achievement. The school exists to support student learning and the role of each staff member is designed to best achieve this.

Parent Opinion Surveys place us highly in aspects relating to school climate, safety and behaviour.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	97%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	96%	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)	97%	96%	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)	97%	96%	94%
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%	96%	100%
student behaviour is well managed at this school (S2012)	100%	93%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	97%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	96%	100%	98%
they like being at their school (S2036)	91%	100%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they feel safe at their school (S2037)	98%	100%	97%
their teachers motivate them to learn (S2038)	93%	97%	98%
their teachers expect them to do their best (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	97%	97%
teachers treat students fairly at their school (S2041)	93%	97%	92%
they can talk to their teachers about their concerns (S2042)	85%	97%	92%
their school takes students' opinions seriously (S2043)	91%	97%	92%
student behaviour is well managed at their school (S2044)	96%	89%	90%
their school looks for ways to improve (S2045)	98%	97%	98%
their school is well maintained (S2046)	96%	100%	95%
their school gives them opportunities to do interesting things (S2047)	96%	97%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	94%	100%
they feel that their school is a safe place in which to work (S2070)	100%	94%	100%
they receive useful feedback about their work at their school (S2071)	92%	94%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	94%	100%
students are treated fairly at their school (S2073)	100%	94%	100%
student behaviour is well managed at their school (S2074)	100%	94%	100%
staff are well supported at their school (S2075)	100%	94%	100%
their school takes staff opinions seriously (S2076)	100%	94%	100%
their school looks for ways to improve (S2077)	100%	94%	100%
their school is well maintained (S2078)	100%	94%	100%
their school gives them opportunities to do interesting things (S2079)	90%	94%	100%

# '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

At Miallo we strongly value the key partnership role that our parent community plays in assisting our students in achieving their best and being happy at school. We strive to nurture this and we have implemented a range of strategies to ensure our parents are well informed and involved. All parents are encouraged to play fundamental roles in shaping the school direction, programs and activities. We encourage parents to attend parent workshops, meetings for Individual Curriculum Plans or Behaviour Plans and encourage regular communication with their child's teacher. Adjustments to assist students to fully participate in school are in consultation with parents.

Students and their families are the focus of the school and we value developing and maintaining relationships. Our school enjoys a significant level of voluntary help both within the classrooms and on camps/excursions. Our P&C consists of a small but active group of supportive and dedicated parents. Our P&C Committee provide

regular assistance to the school. Not only do they assist with resourcing the school and providing opportunities for our students, but they are integrally involved with the strategic decision-making for our school and play a crucial role in ensuring our students receive a high quality education.

Along with the Student Council and P&C, Miallo provides opportunities for parents to take on a role in groups such as providing transport to sporting events/excursions, tuckshop, volunteering to assist with excursions or volunteering with reading or another important area in classrooms. Many of our parents assist in the lower school to ensure our students read their take-home reader to an adult each morning so that they are reading a known text for homework.

### Reducing the school's environmental footprint

We reinstated Power Olympics across the school in 2015, whereby students monitored electricity use and wastage. Students attended workshops held by GBRMPA (Eco Challenge).

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	60,402	570
2013-2014	59,636	698
2014-2015	58,709	1,825

\*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.

## Our staff profile

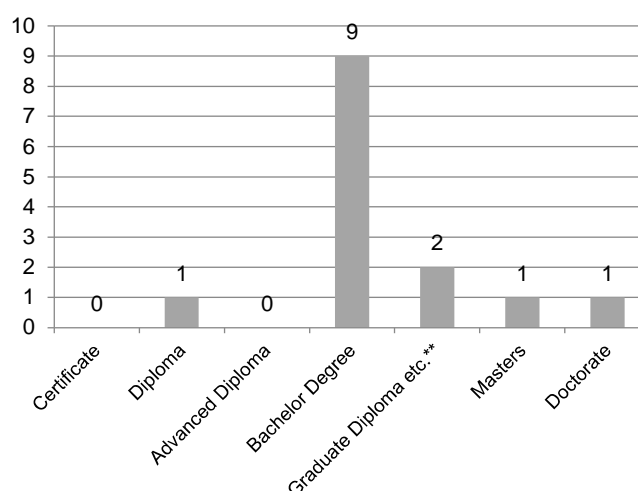
### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	14	10	0
Full-time equivalents	11	6	0



### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	9
Graduate Diploma etc.**	2
Masters	1
Doctorate	1
<b>Total</b>	<b>14</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$21 3672.

The major professional development initiatives are as follows:

- School visits to Goondi, Alexandra Bay, Mossman and Caravonica State Schools by identified teachers for observations [includes Working with Others project with Mossman State School in which their teachers were buddied with ours and visited at least twice per term]
- Mentoring Beginning Teachers training
- State principals' Conference and QASSP Conference [Principal]
- Planning Days with Head of Curriculum for teachers
- QCCA Reading workshop
- Anita Archer inservice for leadership staff
- Teachers filming modules for Central Office
- One School [Class Dashboard for identified teachers]
- Epilepsy and Administering Midazolam training
- Irlen and Dyslexia training [STLaN]
- Behaviour Profiling with identified teachers and Essential Skills Behaviour Management [identified teachers]
- Band 5/6 Teacher Aide training [all Teacher Aides]
- ICTs for Differentiation and Higher Order Thinking
- Australian Professional Standards for Teachers training
- Teaching Writing

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 100% of staff was retained by the school for the entire 2015 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.

### Find a school

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	83%	82%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

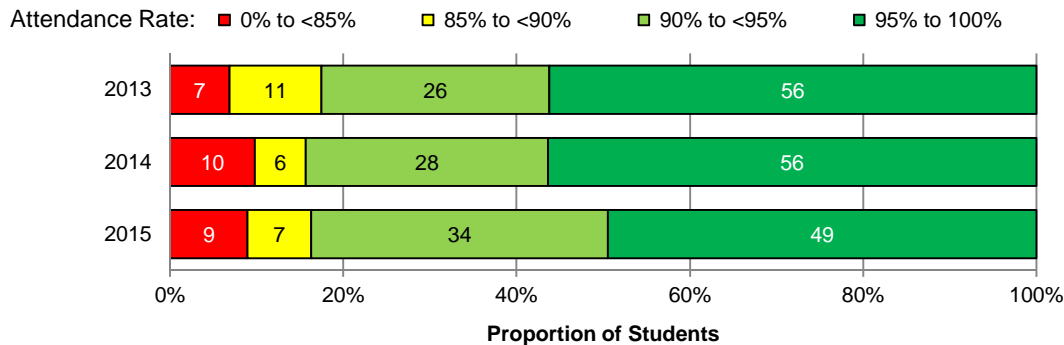
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	95%	96%	93%	95%	94%	93%	95%					
2014	95%	94%	95%	96%	93%	93%	92%	92%					
2015	96%	92%	93%	94%	94%	93%	94%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

Miallo implemented the Far North Queensland Region's Attendance Strategy. Rolls are marked manually twice daily and inputted onto OneSchool twice per week. As per our school Attendance Policy outlining the importance of 'Every Day Counts', parents are contacted by phone for any unexplained absences longer than two days. Unexplained absences less than 3 days are followed up with a note from the classroom teacher, requesting information about their child's absence. 100% and 95% or above attendance awards were given out to students each semester. We also began to glue a Term Attendance Report into student diaries each term, so that student are aware of how many days of school they have missed, and the percentage that this translates to.

Letters were also sent home to parents of students with very poor attendance, which details how many days they have been absent for the term and outlining the impact this could have on their learning.

### 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.

## Find a school

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Sector:

Government

Non-government

Where it says '**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.