



Miallo State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 173 Mossman 4873
Phone	(07) 4098 8130
Fax	(07) 4098 8207
Email	principal@mialloss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Lisa Hawke, Principal

From the Principal

School overview

Miallo State School is more than an award-winning school - more than a record of high achievement in academics, sports, arts and student leadership. We are a family-orientated school over 100 years old where traditions are valued and innovation is embraced. Our school is considered a leader in the field of explicit teaching pedagogy. Winning the 'Network Ten Excellence in the Early Phase of Learning Showcase Award' for the FNQ Region is a testament to our outstanding work in this field. Miallo State School values:

- Tradition
- Academic performance
- High expectations

Having high expectations is reflected in all that we do, from bookwork to behaviour to academic performance. Our students perform above the state mean in national testing, and our early phase of learning students' results are outstanding. Our NAPLAN results indicate that our students are performing 'similar to or above' the Nation in all areas. Much of our success is attributable to our:

- Strong focus on English and Mathematics through explicit teaching pedagogy and structured programs
- Emphasis on traditional values including strong discipline, respect, manners, honesty and friendship
- High expectations in student behaviour and bookwork

We are very fortunate to have a strong family feel and a supportive community, and a dedicated, experienced and caring staff. Our staff are constantly striving to enhance their teaching skills and knowledge, to deliver the most engaging, quality curriculum possible. Within the Far North Region of State Schools, Miallo is seen as a leading school in terms of explicit instruction pedagogy and school improvement. Our school has presented at conferences in both our Region, Central Queensland and Brisbane (State Conference) and we regularly welcome teachers and Principals into the school to observe quality explicit teaching. Video footage of some of our teachers is also used across the Region to assist other schools in their journey of explicit teaching. Our students have a reputation for moving on to high school well prepared, courteous and with excellent leadership skills. We also produce students who excel in various sporting fields including cricket, tennis, athletics, football, soccer and gymnastics. In addition, we have students who excel in visual arts, dance and instrumental music.

School progress towards its goals in 2018

Focus Area	Key Actions
Differentiation <ul style="list-style-type: none">• Implement quality differentiated curriculum (fulfilling ACARA)• Lift the performance of top achieving students• Support students' literacy and numeracy development through intervention	<ul style="list-style-type: none">• Developed and implemented Miallo Curriculum Overview aligned to the Australian Curriculum• Teachers provided with ½ day planning meeting with Head of Curriculum each semester• Developed and implemented 'Extension @ Miallo' policy• Employed a Support Teacher Literacy and Numeracy to coordinate lower intervention program• Introduced Differentiation & Data Meetings – ½ day per teacher each semester• 5-weekly student progress meetings held between each teacher and Principal/HOC
Develop teacher capability <ul style="list-style-type: none">• Explicit teaching• Professional Development Plans (PDPs)	<ul style="list-style-type: none">• Embedded Miallo Teaching Capability Framework systems including coaching and feedback, walk throughs, peer visits and new staff induction• Professional development, coaching and feedback focused on writing warm ups and lessons, explicit teaching of the Australian Curriculum and teachers' PDP goals

	<ul style="list-style-type: none"> All teaching staff completed Professional Development Plans that aligned to the school's improvement agenda
<p>Connecting parents and caregivers with their children's learning</p> <ul style="list-style-type: none"> Coordinate school systems and events that encourage parent engagement Promote positive news stories Promote explicit teaching of behavioural expectations and well-being 	<ul style="list-style-type: none"> Community-valued events continued including Under 8s Day, M Factor, Concert, Artist in Residence, Meet & Greet, Art Show Head of Curriculum delivered parent learning workshops from Prep and Year 1 parents Implemented a range of positive news and recognition processes including class newsletters, students of the week, sight word ribbons, monthly postcards, pennants, news stories in local newspapers, school Facebook page Additional PBL weekly focus posters were developed and used in the explicit teaching of behaviour expectations Each class implemented a positive reward system Well-being and Social Justice programs implemented Teachers participated in ESCM training

Our school data and student outcomes from 2018 are very positive and evidence that our students are happy, well behaved and achieving very well in literacy, numeracy and across all subject areas. However, we maintain an unrelenting focus on continually improving the outcomes for students and pushing these outcomes even further. We have high expectations of all students and make data-driven decisions, using the latest research to drive our curriculum and pedagogical choices. This focus on continual improvement is a clear driver in our school and shapes our practice, staff meetings, professional development, coaching and mentoring. While we have started to examine the most effective ways to lift the performance of our high performing students in 2018, we know that there is much more work to do in this area, and this will continue to be a focus for us into the future.

Future outlook

In 2019, Miallo State School will continue to focus on improving teacher capability and school practices around differentiation and lifting student performance even further. Our Explicit Improvement Agenda is to improve A-C outcomes for all students through: 1) an effective whole school approach to differentiated teaching and learning; 2) developing students as 'assessment literate visible learners'. Full details regarding the enactment of this improvement agenda can be found in the school's Annual Implementation Plan which is housed on our school's website.

Focus Area	Key Actions
Explicit Improvement Agenda – To improve A-C outcomes for all students through:	
1) an effective whole school approach to differentiated teaching and learning	<ul style="list-style-type: none"> Continue with Data and Differentiation Meetings each semester (each teacher with HOC) and 5-weekly Student Progress Meetings (each teacher with Principal) Continue to provide individualised support to students through an intervention program developed and delivered by STLaN Develop and implement a Student Support Referral and Case Management process by Term 2, 2019 Investigate refinements to curriculum planning days for Semester 2, 2019 to support differentiation utilising a UDL framework Facilitate a classroom-level collaborative inquiry process aimed at providing tier 2 support to students All teachers to participate in regular professional development that builds knowledge and understanding of differentiated instruction Implement Early Start on Entry to Prep in 2019

	<ul style="list-style-type: none"> Introduce the use of the Literacy Continuum to track and monitor students literacy progress
2) developing students as 'assessment literate visible learners'	<ul style="list-style-type: none"> Provide professional learning to all teachers in Term 2, 2019 to build knowledge and understanding of assessment literate learners (Lyn Sharratt) and visible learners (John Hattie) Investigate refinements to curriculum planning days for Semester 2, 2019 to support the development of students as assessment literate visible learners Implement learning walls in English for Semester 2, 2019 across all classrooms Explicitly teach the cognitive verb of English tasks in Semester 2, 2019 across all classrooms

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	175	179	190
Girls	69	76	87
Boys	106	103	103
Indigenous	10	12	20
Enrolment continuity (Feb. – Nov.)	96%	98%	95%

Notes:

- Student counts are based on the Census (August) enrolment collection.
- Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
- [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

In 2018, 46% of our students were female and 54% male. Our enrolments have been stable since an Enrolment Management Plan was implemented mid-2014. Our Indigenous population in 2018 was 10.5%. 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 surrounding areas including Port Douglas, Alexandra Bay and Wonga. The ICSEA (index of community socio-educational advantage) factor for our school is 1007.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	24
Year 4 – Year 6	21	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

We deliver the Australian Curriculum for English, Maths, Science, Technology, Humanities and Social Sciences, 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, Piano)
- 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, Ball Games, Cross Country & Swimming Carnival
- Student Leadership Camp and Program
- Student Representative Council
- School Choir

Co-curricular activities

Extra curricula activities include:

- The M Factor (Talent Quest)
- Excursions P-6 (minimum one per class)
- Fire Education Program P-1
- Bravehearts P-3; Life Education visits 5-6
- Participation in NAIDOC Day March and activities
- School ANZAC Ceremony and Port Douglas ANZAC Day March
- Australian Maths Competition and International Competitions and Assessment for Schools (ICAS) in Maths, English and Spelling
- Under 8's Day
- Class Camp for Years 6
- Eisteddfod and Music Camp (instrumental music students)
- Discos
- Arts' Council Performances / Surfing Scientist presentations
- Artist in Residence every year
- Whole-school Reward Days each term
- Weekly Religious Instruction (RI)
- Year 4-6 Electives: whereby students nominate for and attend a weekly lesson in one of the following: Woodwork; Technology; Environmental Warriors; Dance; Visual Art; Gym and Tricking; Sport; or Musical Theatre.

How information and communication technologies are used to assist 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. Every class makes use of electronic whiteboards, data projectors, and iPads. At the end of 2018, our school had the Wi-Fi connection upgraded and this will have positive benefits to learning across the

school in years to come. All teachers use a laptop computer for their everyday planning and teaching as part of the Computers for Teachers program. Technology is not only taught as a Key Learning Area, as a general capability information communication technology is integrated across all subject areas ensuring students develop the knowledge and skills required to be a citizen in an ever increasingly digital world. A weekly Technology Club is also available for students one lunchtime a week, in addition to a Technology elective available to Year 4-6 on Friday afternoons.

Social climate

Overview

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 focus on Positive Behaviour for Learning principles, 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 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 School Psychologist 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, 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%	97%	100%
• this is a good school (S2035)	97%	100%	100%
• their child likes being at this school* (S2001)	97%	94%	100%
• their child feels safe at this school* (S2002)	100%	97%	100%
• their child's learning needs are being met at this school* (S2003)	100%	97%	100%
• their child is making good progress at this school* (S2004)	100%	97%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	97%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	97%
• teachers at this school treat students fairly* (S2008)	97%	91%	97%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
• this school works with them to support their child's learning* (S2010)	100%	94%	100%
• this school takes parents' opinions seriously* (S2011)	100%	88%	97%
• student behaviour is well managed at this school* (S2012)	97%	89%	97%
• this school looks for ways to improve* (S2013)	100%	100%	97%
• this school is well maintained* (S2014)	100%	100%	97%

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
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* 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)	96%	91%	100%
• they like being at their school* (S2036)	91%	82%	98%
• they feel safe at their school* (S2037)	98%	91%	95%
• their teachers motivate them to learn* (S2038)	96%	87%	98%
• their teachers expect them to do their best* (S2039)	100%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	88%	100%
• teachers treat students fairly at their school* (S2041)	95%	73%	90%
• they can talk to their teachers about their concerns* (S2042)	93%	89%	97%
• their school takes students' opinions seriously* (S2043)	93%	73%	92%
• student behaviour is well managed at their school* (S2044)	93%	69%	89%
• their school looks for ways to improve* (S2045)	98%	93%	98%
• their school is well maintained* (S2046)	96%	80%	98%
• their school gives them opportunities to do interesting things* (S2047)	98%	78%	97%

* 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%	94%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	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%

Percentage of school staff who agree [#] that:	2016	2017	2018
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* 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

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.

In addition, 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 electives, 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.

Respectful relationships education programs

The school has developed and implemented a number of programs that focus on appropriate, respectful, equitable and healthy relationships. We explicitly teach students to be safe and respectful to themselves and to others. The school has also used the School Psychologist to conduct weekly 'Friendship Groups' for identified female cohorts in the school, focusing on self-esteem, resilience and conflict resolution. Teachers implement a Well-Being program during RI instruction time, which is a combinations of the 'Virtues' and 'Being Me' programs. Protective Behaviours are reinforced through an annual 'Bravehearts' performance to P-3 students and the employment of external providers 'Life Education' to deliver puberty and relationships education to our Year 5-6 students. Teachers are trained annually in identifying and responding to student suspected abuse.

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	2	5	1
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

Our school employs a number of strategies to encourage environmentally friendly practices. Rubbish free lunchboxes are strongly encouraged, focusing on this within our suite of whole school positive behaviours

and rewarding nude food lunches. Students collect food scraps fed these to the school chickens and also tend to a small herb and vegetable garden. As a Reef Guardian school, students also attended the Eco Challenge held by GBRMPA and Environmental Warriors is one of our Year 4-6 Electives.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	60,059	68,268	59,770
Water (kL)	506	722	788

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.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	16	12	0
Full-time equivalents	11	7	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	1	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	1	
Graduate Diploma etc.*	1	
Bachelor degree	11	
Diploma	2	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$17,980.

The major professional development initiatives are as follows:

- Differentiation and extension PD for all P-6 staff throughout the year
- Teacher planning days facilitated by Head of Curriculum (1/2 day per teacher)
- Teacher Data and Differentiation meetings facilitated by Head of Curriculum (1/2 day per teacher)
- Mark Davidson ESCM Training for teachers and teacher aides
- STLaN and three class teacher attend training with SPELD QLD to support students with specific reading disorders.

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.	97%	96%	96%

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	95%	94%	94%
Attendance rate for Indigenous** students at this school	94%	92%	91%

* 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

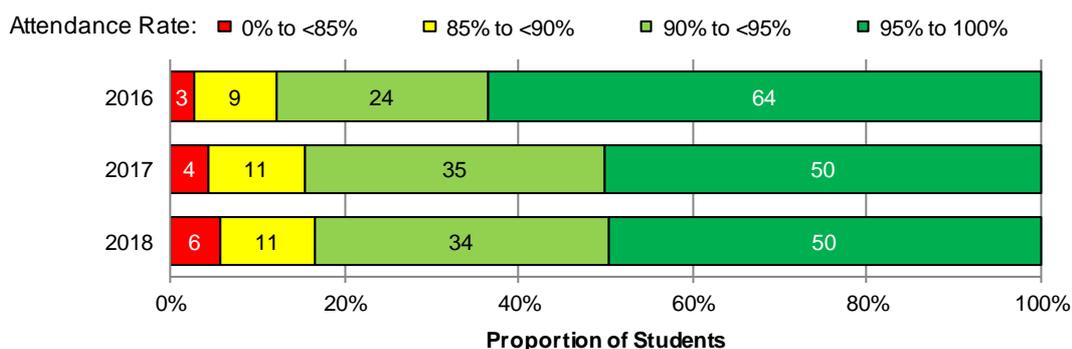
Year level	2016	2017	2018
Prep	94%	92%	94%
Year 1	96%	93%	94%
Year 2	95%	96%	94%
Year 3	96%	94%	94%
Year 4	96%	93%	94%
Year 5	95%	95%	94%
Year 6	96%	96%	94%

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.

At Miallo State School, class rolls are marked manually twice daily data entered onto OneSchool twice per week. The school's Same Day Notification system for unexplained absences involves each class notifying the office of any unexplained absences by 10:15am, at which point office staff phone parents.

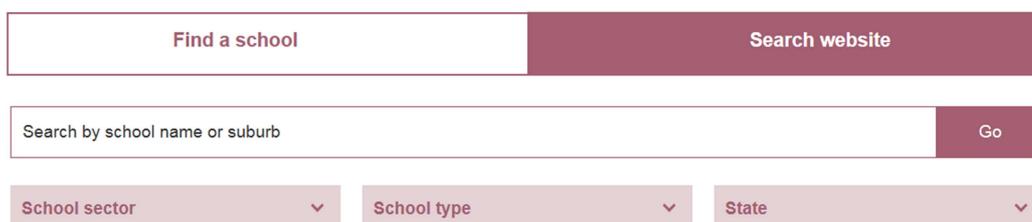
To improve attendance, 100% and 95% or above attendance awards were given out to students each semester. We also glue a Term Attendance Report into student diaries each term, so that students and their parents are aware of how many days of school they have missed, and the percentage that this translates to. The school has introduced Friday electives for Year 4-6 students (or Fun Fridays for P-3) to increase attendance on Fridays. Overwhelming, the majority of unauthorised absences relate to students going on holiday with their parents during term 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.

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.



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.