

## Queensland State School Reporting – 2011

## Miallo State School (1291)



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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 2011. It also provides an overview of our priorities for 2012. 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, 5 and 7 students performed in the NAPLAN tests.

Our school was opened on the 2<sup>nd</sup> of October, 1911 – over one hundred years ago! We maintain a steady enrolment of around 150 students and our school has a wonderful reputation for high academic and sporting achievement, as well as students who are respectful and friendly. Our students come from the immediate local area of Miallo, Bamboo and Whyanbeel, but also from Newell Beach, Mossman, Daintree, Rocky Point and Wonga Beach. Our school has a high reputation for academic, musical and sporting achievement and our students are successful when they go on to high school. Many of our students go on to hold leadership positions at high school.

### School progress towards its goals in 2011

Our 2011 goals were to improve reading outcomes, implement explicit teaching and to develop a culture of improving performance outcomes of students. In addition we became a Fleming Trial school in the FNQ Region. The school remains very driven to enable our students to achieve high academic and social outcomes, in a safe, supportive environment.

Through internal monitoring of data, assessment regimes and professional development in reading, we were able to improve our reading outcomes. In 2011, we maintained 100% of our Year 3 students achieving at or above the National Minimum Standard (NMS) in the NAPLAN Reading Test. Our Year 5 reading results improved, from 87% achieving at or above NMS in 2010, to 100% in 2011. 94% of our Year 7 students achieved at or above NMS. Internal data shows that our Prep students also made significant gains with 88% of our Prep students reaching our benchmark of PM Level 8, with 50% of the cohort reaching Level 15 and 29% Level 20 or above. With the Regional benchmark of Level 5, this reading data indicates students are reading at levels usually seen in Year 1 and 2. This was achieved in



part, through the explicit teaching of reading, a school-wide reading plan, and professional development in reading with a particular focus on comprehension, fluency, vocabulary, tracking, blending, segmenting, phonics and phonemic awareness. PAT Reading data also indicates significant improvement in Years 3-7.

We made significant progress in developing a performance culture, through a number of means: setting cohort benchmarks and individual student targets; having high expectations; implementing explicit teaching across the whole school; analysis of data at a school, cohort and student level; and introducing formal coaching of teachers. This was married with professional development for teachers on using data in their teaching and planning, which included individual set planning times with the Head of Curriculum. Furthermore, teachers participated in weekly professional development that was aligned to our school and Regional priorities, and in particular, explicit instruction pedagogy. Our work as a Fleming Trial School has led to many successes for our school, including improving students outcomes. As such our school has been used as a model for schools considering a similar journey and Miallo has presented to Band 5/6 schools at our Regional Principals' Conference.

#### Future outlook

Our focus for 2012 is clearly defined in our School Improvement Priorities detailed in the school's Annual Implementation Plan. They are:

- ~ Improve teaching (through explicit teaching, C2C implementation and coaching)
- ~ Continue to improve the reading outcomes of our students
- ~ Refine and embed data-based decision making
- ~ Refine and embed planning and accountability systems
- ~ Connect parents/caregivers with their children's learning

It is evident from our 2011 data that students are happy and well behaved at our school, but that there are areas for improvement in both literacy and numeracy. In 2012, we are committed to continuing an unrelenting focus on improvement, in effect 'raising the bar' for all student outcomes. We will have high expectations of all students and make data-driven decisions, using the latest research from Hattie (2009), Archer and Hughes (2011), Fleming (2009) and others. 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, including Preps.

# Our school at a glance

## School Profile

### Record:

Coeducational or single sex: **Coeducational**

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

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
142	59	83	91%

### Characteristics of the student body:

Last year 42% of our students were female and 58% were male. Our Indigenous population was 9%. 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.

### Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	20.8
Year 4 – Year 10	28
Year 11 – Year 12	
All Classes	23.2

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	4
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## Curriculum offerings

We cater for the Key Learning Areas of English, Maths, Science, Technology, Studies of Society and the Environment (SOSE), The Arts, Languages Other Than English (Japanese), and Health and Physical Education. In addition to the 8 Key Learning Areas, Miallo State School offered the following distinctive curriculum offerings:

- ~ Earth Smart Program (through Tinaroo Environmental Education Centre)
- ~ Multi-age classes
- ~ Instrumental Music Years 4-7 (Strings, Brass, Woodwind, Percussion)
- ~ Support programs for Students with Special Needs
- ~ Focus on literacy and numeracy
- ~ Swimming program
- ~ Interschool Sports Years 4-7
- ~ Athletics Day
- ~ Cross Country
- ~ Student Leadership Camp and Program
- ~ Student Council

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Extra curricula activities include:

- ~ Centenary Celebrations
- ~ Excursions P-7
- ~ School ANZAC Ceremony
- ~ Port Douglas ANZAC Day March
- ~ Westpac Maths Competition
- ~ MS Readathon
- ~ Under 8s Day
- ~ Camps Years 5-7
- ~ Eisteddfod (instrumental music students)
- ~ Discos
- ~ Arts' Council Performances
- ~ Cape York Sports' Tour
- ~ Whole-school Reward Days (SWPBS)
- ~ Friendship Group for Year 4/5 girls

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### 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. In 2011 the school purchased additional interactive whiteboards, so that every classroom had access to an interactive whiteboard.

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.

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### Social climate

At Miallo State School, we believe all students have the right to learn and feel safe and happy in a supportive and socially just environment. Our school environment is one in which students feel safe, respected and supported. 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, is not tolerated at our school.

A strong sense of community is also present at our school, whereby students, staff and families support one another and work towards a common goal. A guidance officer, students with disabilities teacher, 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 continues to grow as a learning community. Our school community values people, facilitates learning and continually questions our organisational and pedagogical practices. There are open lines of communication and we encourage staff to develop a shared vision. 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.

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 group of very active, supportive and dedicated parents. Parent Opinion Surveys place us above the state mean in aspects relating to school climate, safety and behaviour.

### Parent, student and teacher satisfaction with the school

The 2011 Parent Opinion Survey indicates that parents, students and teachers are generally satisfied with our school in most areas comparable to the state mean. 94% of our parents are satisfied or very satisfied that Miallo State School is a good school. Staff morale is high at 94%.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	91%
Percentage of students satisfied that they are getting a good education at school	81%
Percentage of parents/caregivers satisfied with their child's school	94%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	92%
Percentage of staff members satisfied with morale in the school	94%

DW – Data withheld

### Involving parents in their child's education

At Miallo State School 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. They include Parent Teacher Night, weekly parades, culminating activities, P&C meetings, Prep Information Night, Face to face reporting each semester, Reading workshops, our website and weekly newsletters. All parents are encouraged to play fundamental roles in shaping the school direction, programs and activities. Along with the Student Council, P & C Association and Centenary Committee, 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.

Our P&C Committee are an active, supportive and committed group of people who have provided assistance to the school. The Association supports activities and programs through financial and volunteer support to enhance student learning outcomes. In 2011, the P&C held fundraisers including a very successful Centenary Celebration attended by almost 1000 people and a weekly tuckshop. 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.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2011, we continued Power Olympics across the school, whereby students monitored electricity use and wastage. The Student Council also continued recycling bins and the composting of food scraps. Students attended workshops at Cattana Wetlands (Eco Challenge), energy conservation, and biodiversity. A school SEMP was also written.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	81,306	761
2010	68,683	560
% change 10 - 11	18%	36%

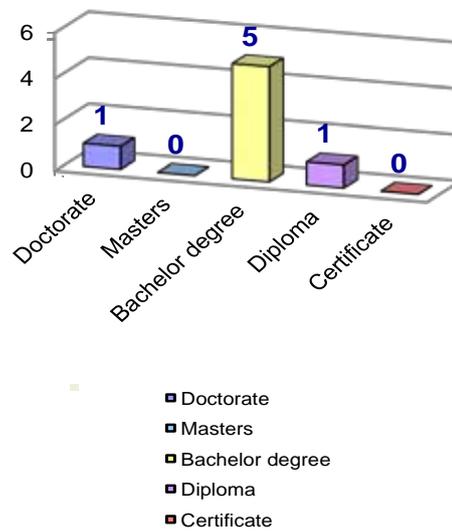
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	8	8	<5
Full-time equivalents	7	4	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	0
Bachelor degree	5
Diploma	1
Certificate	0



### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$7794.

The major professional development initiatives are as follows:

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- ~ Inservice in Reading Comprehension
- ~ Inservice in explicit instruction pedagogy
- ~ Visit to Hailebury College (Melbourne)
- ~ OneSchool training
- ~ Principals' Conferences
- ~ Administrative Inservice
- ~ Curriculum Planning with the Head of Curriculum
- ~ Teacher Mentoring and observation (within and between schools)
- ~ Coaching

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2011 school year (one teacher transferred out).

### 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

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

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

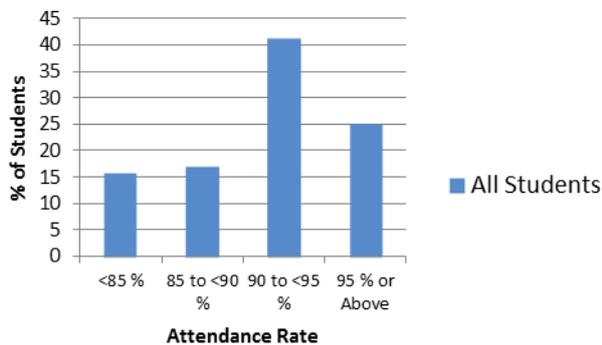
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	91%	91%	92%	91%	90%	91%

### 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.

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Rolls are marked twice daily. 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 for information about their child's absence. 100% attendance awards were given out to students each semester.

In 2011, letters were sent home each term to the parents of students with 100% attendance for the term, to congratulate them on this important achievement. Letters will also be sent home to parents of students with poor

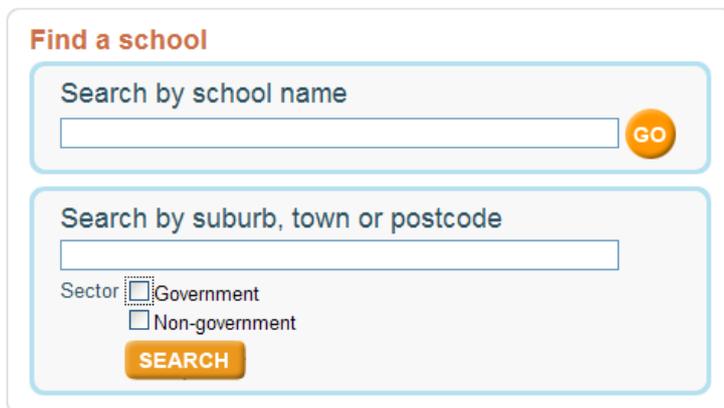
## Performance of our students

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

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

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

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

## Performance of our students

### Achievement – Closing the Gap

Due to the low students numbers of Indigenous students (between 1 -4) in each of our Year 3, 5, 7 cohorts, it is not appropriate to comment on their performance in student outcomes as it relates to non-Indigenous students.