

Miallo State School (1291)

Queensland State School Reporting

2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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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 2012. It also provides an overview of our priorities for 2013. 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 2nd 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 2012

Our 2012 goals were to:

★ Improve teaching [through explicit teaching professional development, providing maths extension programs, mandating foundational programs and reaffirming high expectations in all areas].

★ Refine and embed data-based decision making [through implementing 5-weekly student progress meetings and refining coaching and feedback systems].

★ Refine and embed planning and accountability systems [through the Principal as instructional leader and extending teacher capability systems].

★ Connect parents and caregivers with their children's learning [through school events including parent workshops, sharing positive news and promoting expectations of attendance and behaviour].

In 2012 we made significant progress in confirming our commitment to a performance culture, through a number of means: setting cohort benchmarks and individual student targets; having high expectations; refining our explicit

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teaching pedagogy; analysis of data at a school, cohort and student level; and extending coaching and feedback systems to include classroom walk throughs [CWTs]. This was married with professional development for teachers on using the National Curriculum and 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 student 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 a Principals' Conference for Central Queensland Principals. We also hosted over 30 Principals and teachers to our school over the year who were observing explicit teaching practice.

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 and implemented across all classes with many of these filmed to be used as exemplars across the Region. Differentiation for students was able to occur through the notion of 'travellers', in which students travelled to other classes at different parts of the day, particularly EMMS/JEMMS or warm ups.

Future outlook

Our focus for 2013 is clearly defined in our School Improvement Priorities detailed in the school's Annual Implementation Plan. They are:

- ★ Improve teaching (through explicit teaching focus on teaching vocabulary and writing, application and transference in warmups and guided reading, C2C implementation)
- ★ Recalibrate benchmarks in reading
- ★ Refine and embed data-based decision making and provide professional development in One School planning
- ★ Finetune teacher capability systems
- ★ Connect parents/caregivers with their children's learning through implementation of Regional Attendance Strategy, promotion of the school (new website/sign/publicity photos) and trialling a social justice program

It is evident from our 2012 data that students are happy and well behaved at our school, and our data improved in both literacy and numeracy to the level that we are comparable or above the Nation. In 2013 however, 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.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	144	70	74	93%
2011	142	59	83	91%
2012	144	61	83	94%

Student counts are based on the Census (August) enrolment collection.

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. The ICSEA [index of community socio-educational advantage] factor for our school is below average, at 947.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	21	19
Year 4 – Year 10	26	28	22
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days		4	1
Long Suspensions - 6 to 20 days		0	0
Exclusions		0	0
Cancellations of Enrolment		0	0

Curriculum offerings

Our distinctive 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

Extra curricula activities

Extra curricula activities include:

- ★ The M Factor (Talent Quest)
- ★ Excursions P-7 (including a whole-school excursion to Kuranda Rainforestation Park)
- ★ School ANZAC Ceremony
- ★ Port Douglas ANZAC Day March
- ★ Westpac Maths Competition
- ★ MS Readathon
- ★ Under 8s Day
- ★ Camps Years 5-7
- ★ Eisteddfod and Music Camp (instrumental music students)
- ★ Discos
- ★ Arts' Council Performances
- ★ Cape York Sports' Tour
- ★ Whole-school Reward Days (SWPBS)
- ★ Weekly Religious Instruction (RI) and the Virtues program for students who do not participate in weekly RI lessons

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 2012 the school purchased additional interactive whiteboards, so that every classroom had access to an interactive whiteboard. A digital video camera was purchased for the school as well as new digital cameras for each classroom.

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.

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 staff satisfaction with the school

The 2012 Parent Opinion Survey indicates that parents, students and teachers are satisfied or very 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.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%

Our school at a glance

their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	96.7%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	93.3%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	96.7%
they can talk to their child's teachers about their concerns*	93.3%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	96.7%
student behaviour is well managed at this school*	93.3%
this school looks for ways to improve*	100.0%
this school is well maintained*	96.7%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	96.4%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%
student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	96.3%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	93.3%
with the individual staff morale items	89.3%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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. 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 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. Our P&C Committee are an active, supportive and committed group of people who have provided 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.

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 2012, we continued Power Olympics across the school, whereby students monitored electricity use and wastage. The Student Council also continued recycling bins. Students attended workshops held by GBRMPA (Eco Challenge), energy conservation, and biodiversity. Additional solar panels were installed under the Solar Schools grant. Our water has reduced 200 KL from the previous year and our electricity was the lowest since 2009.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	68,683	560
2010-2011	81,306	761
2011-2012	66,149	562

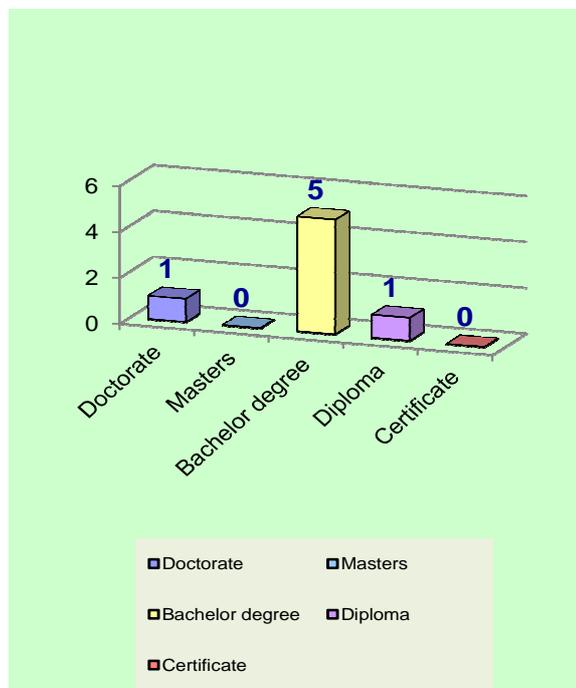
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	8	8	<5
Full-time equivalents	6.9	4.2	<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 2012 were \$12 266.

The major professional development initiatives are as follows:

- ★ Inservice in Warm Ups
- ★ Inservice in explicit instruction pedagogy, particularly the I Do, Warm Up, Purpose, anchor charts and checking for understanding strategies
- ★ Inservice in persuasive writing, Words their Way spelling, reading comprehension, running records

Our staff profile

- ★ C2C planning and One School
- ★ History
- ★ Principals' Conferences
- ★ Administrative Inservice
- ★ Curriculum Planning with the Head of Curriculum
- ★ Teacher Mentoring and observation (within and between schools)
- ★ Coaching systems

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.1%	95.5%	96.4%

Proportion of staff retained from the previous school year

From the end of the previous school year, 71.2% of staff was retained by the school for the entire 2012 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

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	91%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

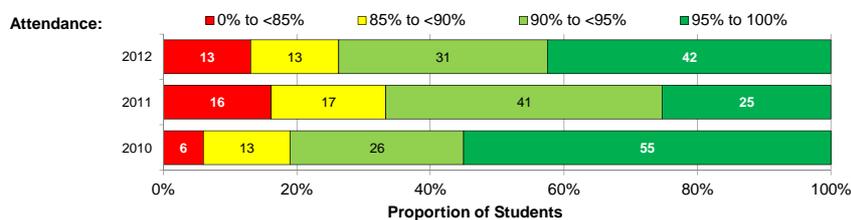
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	95%	93%	95%	95%	95%	96%					
2011	93%	91%	91%	92%	91%	90%	91%					
2012	93%	89%	91%	90%	94%	90%	93%					

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.

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% and 95% or above attendance awards were given out to students each semester.

In 2012, 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 were also sent home to parents of students with poor attendance, which details how many days they have been absent for the term and outlining the impact this could have on their learning.

Performance of our students

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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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.

Achievement – Closing the Gap

Due to the low student 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.