

Millaa Millaa State School

Queensland State School Reporting

2015 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

All Queensland schools are required to report to our school communities on the progress of the school in prescribed areas. The intent of this report is to provide a set of information that is common for all State and Non-state Schools in Queensland. It provides an overview of the highlights, successes and challenges of Millaa Millaa State School during the 2014 school year.

We have an active school community which continually supports our vision that every student can succeed. Together, we strive to address all learning needs through an unrelenting focus on the continual development of a rich curriculum and ensuring quality teaching to all students in the school.

Should you require any further information in relation to the report, please contact the school. School progress towards its goals in 2015

Millaa Millaa State School Annual Implementation Plan (AIP) identified four priorities for improvement:

Improve Teaching

- 100% of Teachers and Teacher Aides engaged in professional development – Explicit Teaching – for effective and consistent delivery of curriculum.
- 100% of teachers involved in formal Coaching and Feedback processes

Refining and embedding data based decision making

- 100% Staff using centralised and networked data collection tool for analysis and action

Refining and embedding Planning & Accountability Systems

- Increased awareness and agreed understanding of policies and processes by all staff reviewed and systemised

Connecting parents and caregivers with their children's learning

- Maintained and enhanced school community involvement in the school

Millaa Millaa State School has made sound progress in all four priorities in 2014.

Future outlook

The following priorities continue to be the focus for improvement work in 2016 because they are critical to our success in improving learning outcomes for students:

1. Improving teaching and learning:
 - a. Explicit teaching practices in all classrooms

- b. The teaching of reading, writing and numeracy
 - c. Teachers refining and embedding the Australian Curriculum and foundational learning programs
2. Refining and embedding data based decision making:
 - a. Using data to set school benchmarks, targets and short term individual student goals
 - b. Measuring and monitoring school and student improvement using OneSchool
 3. Refining and embedding Planning & Accountability Systems
 4. Connecting parents and caregivers with their children's learning.

In 2016, Milla a Millaa State School will undertake a School Improvement Review . From this, a 4 year strategic plan will be developed.

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	57	34	23	11	98%
2014	58	29	29	12	88%
2015	61	35	26	9	83%

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:

Our school has a stable student body core. This core of students is an even mix of children from rural families and children from families who live in the Millaa Millaa township. The rural children usually bus to school while the students from town usually walk to school. A small number of children come from families that are transient. The majority of students continue from year to year. Having established their school identity they tend to maintain the values and behaviours that have come to be expected and the tone of the school remains stable and is not dramatically affected by the small transient movements. The parents, visitors and the town community appreciate and value the “small school” family feel that has developed over the years. We advocate and practise respect, consideration and caring for others. We have a low socio-economic status, but never use that as an excuse to lower our expectations. We remain proud of our achievements. Our community includes both religious and non-religious people so we offer Religious Instruction in the form of denominational, nondenominational and supervision for those who participate in neither. We have 36 families, four of these are indigenous. All our children coexist in a spirit of mutual respect and cooperation.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	17	22
Year 4 – Year 7 Primary	17	24	12
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	3	1
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

Millaa Millaa State School has a clear focus on delivering outstanding educational outcomes for our students. The school has an explicit teaching agenda focused on advancing the reading comprehension skills of every child in the school. The use of programs like, M100W, Letterland, Sound Waves and CARS and STARS differentiates our curriculum offerings. Individual Curriculum Plans are being developed for children in need. We maintain Educational Support Plans for students with special needs or in Care of the State. Our social and emotional program, You Can Do It (YCDI), complements our Australian curriculum offerings to ensure every child receives a holistic education.

Extra Curricula Activities

- Calf and Pet Day – allows children to engage in the local dairy industry. Sophisticated written projects are completed by the entrants; calves and pets are paraded/displayed and speeches are given. All students in the upper classes are involved in part of the judging.
- Fancy Dress Ball – allows children to learn and demonstrate dances and develop social skills within the wider community.
- Fun Day – our students exchange socially with other small remote schools in games and novelty events.
- Guitar – as a weekly after school class for children and adults.
- Interest Groups – include; Basketball, Dance, Cooking, Gardening, Gymnastics, Pottery, Craft, Computing, Cricket, Rainforest studies and football skills.
- Excursions, camps – for leadership and also to develop social relationship skills.
- Earth Smart Science – a whole school involvement in re-vegetation or rainforest plot, the solar panel program, worm farm and recycling of both paper and aluminum
- Smart Moves Initiative (Morning Activities) – 8:30am every day students can choose to participate in physical activities and games organized by the student sports captains.

How Information and Communication Technologies are used to improve learning

The school will continue to allocate 5% of its budget towards PD for staff; 5% for employment of specialist ICT personnel and engagement of local ICT technician to achieve the following goals. Computers are available in every classroom and there are nine computers that serve as a mini computer laboratory in Block A, as well as six laptops in the library. All computers are networked so that students can access their work from any room. Students use computers in all Key Learning Areas and in designated ICT lessons in the library. They also use the computers for integrated ICT tasks in the classroom, as well as research, email, tutoring and word processing.

The P&C will run ICT competitions and the local Lions Club often sponsors these events. The school has acquired one XO per student and along with the preliminary PD for staff, these are serving as excellent agents for facilitating development of ICT skills.

Social Climate

The school motto is 'Strive to Succeed' and we aim to achieve this by ensuring that **Millaa Millaa State School is a happy and safe, learning environment**. All stakeholders have agreed to maintain it as a high priority even though there are no major issues with behaviour. We would like to enhance the emerging "family feel" as a desirable trait and a distinguishing strength for our school. We have a 'zero tolerance' approach to bullying, a simple but effective behaviour management policy and we pride ourselves on the resulting tone of the school.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school (S2001)	100%	100%	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)	100%	100%	92%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	92%
teachers at this school motivate their child to learn (S2007)	100%	100%	92%
teachers at this school treat students fairly (S2008)	95%	100%	92%
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)	94%	100%	92%
student behaviour is well managed at this school (S2012)	88%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	89%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	90%	95%	100%
they like being at their school (S2036)	95%	95%	100%
they feel safe at their school (S2037)	90%	95%	96%
their teachers motivate them to learn (S2038)	95%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	95%	100%	91%
teachers treat students fairly at their school (S2041)	86%	95%	83%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they can talk to their teachers about their concerns (S2042)	76%	91%	92%
their school takes students' opinions seriously (S2043)	90%	91%	75%
student behaviour is well managed at their school (S2044)	79%	91%	76%
their school looks for ways to improve (S2045)	95%	100%	100%
their school is well maintained (S2046)	95%	100%	88%
their school gives them opportunities to do interesting things (S2047)	90%	95%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
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)	89%	88%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	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%	88%

'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

Our "Open Door" policy has encouraged parents to visit classrooms and be part of all special activities that occur at the school including reading support, Interest Groups, culminating activities and whole-school days like sports days, Back to School Day, Tree Planting Day, Anzac Day and Calf and Pet Day. Parent-Teacher Interviews are encouraged and our P&C supports this policy by always catering for parents with refreshments or meals through our tuckshop when any opportunity lends itself to inviting parents into the school.

Reducing the school's environmental footprint

The school continues to be an ESS School. As an Earth Smart Science School we are becoming more aware of our carbon footprint through the efforts of our ESS student group, the facilitating teacher and the support of the staff at the Tinaroo Environmental Education Centre. Our focuses include, electricity consumption, recycling of food scraps, paper and aluminium and water usage. Unfortunately, we suffered a broken pipe in this period and that has adversely affected our data.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	23,165	0
2013-2014	19,651	57
2014-2015	23,640	24

*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

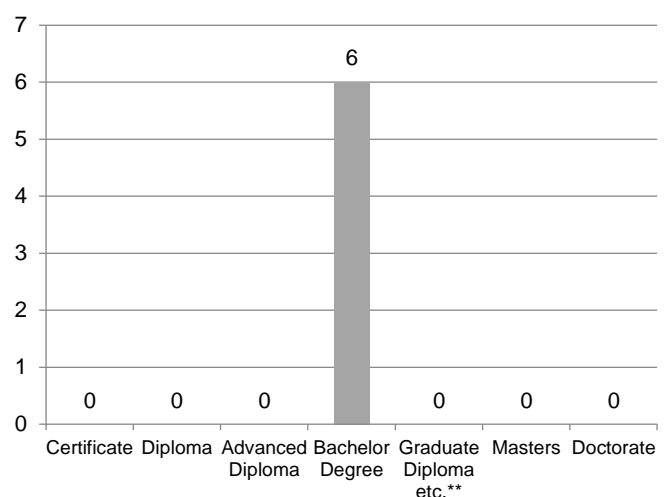
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	7	0
Full-time equivalents	4	4	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	6
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	6



*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 was \$4000.

The major professional development initiatives are as follows:

Explicit Instruction – Teaching and Learning, Essential Skills Classroom Management, Leadership capability

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.	96%	97%	98%

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

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 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%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	93%	91%

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)

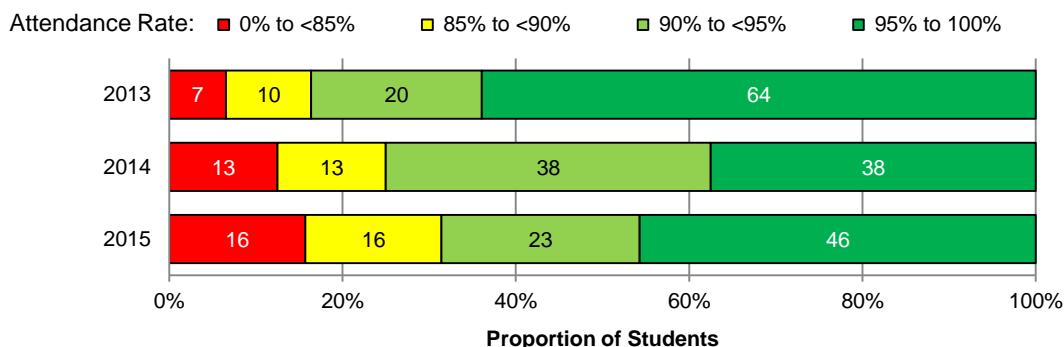
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	95%	87%	96%	95%	93%	95%	95%					
2014	94%	94%	93%	85%	93%	91%	93%	95%					
2015	90%	94%	93%	95%	91%	93%	94%						

*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 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.

All children absent from or late for school must bring a note of explanation on their return unless a parent has otherwise informed the school. Teachers must file notes from parents or make anecdotal notes from phone calls.

etcetera and date them. Teachers are to make contact with parents (possibly through the office) immediately that a child returns without a note. If a child is absent from school for three consecutive days or repeatedly late, the teacher must inform the principal.

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

The form consists of the following elements:

- A search bar with the placeholder text "School name" and a red "GO" button.
- A field for "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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.