



Millaa Millaa State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Millaa Millaa State School is located on the southern edge of the Atherton Tablelands; 50 minutes from Innisfail and 90 minutes from Cairns. A small town with rural surrounds provides home to 290 residents. Industry in Millaa Millaa is predominately dairy and beef fattening, however tourism is steadily increasing. Originally established in 1918, Millaa Millaa State School has a proud history with strong community ties. Together we prioritise Literacy and Numeracy in our classrooms and respond to student performance through administration of a systematic diagnostic schedule. Teachers deliver the Australian Curriculum for core learning areas in a multi-age coeducational environment. Class groupings are generally Prep/Year 1, Year 2/3/4, Year 5/6, depending on individual cohort numbers.

Average enrolments for Millaa Millaa State School have been between 50 and 70 students. This student to teacher ratio (Teacher-Principal, 3 teachers and 4 Teacher Aides) allows a safe and supportive environment. Curriculum adjustments are made through collection and analysis of student data. Independent learning plans are initiated with support from specialist support staff. Support staff include Guidance Officer, Students with Disabilities Teacher, Speech Language Pathologist, specialist teachers (LOTE, Music, and Physical Education).

Communication between all major stakeholders – school, parents, and specialists – occurs regularly to ensure students’ needs are catered for (from Students With Disabilities to Gifted and Talented). Information Communication Technologies are supported and promoted in the school through the use of Interactive Whiteboards, desktop/laptop computers and 1-1 school-based XO laptop program. A fully functional Resource Information Centre allows students to engage with ICTs regularly. Volunteer parent and community involvement is encouraged and is well received by all members of the school community. We value the supports provided by community members as it greatly enhances our capability to deliver successful outcomes for all students.

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 2016 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.

School Progress towards its goals in 2016

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

Improving Literacy

- Create and embed Literacy Framework that focus on continual improvement in
 - Reading
 - Writing

Curriculum

- Reviewed and updated whole school curriculum plan that encompasses Australian Curriculum for multi-age curriculum delivery.
- Assessment and moderation

Pedagogical (Teaching) Framework

- Coaching and feedback
- Explicit Teaching Agenda

Successful Learners

- Attendance
- Student Wellbeing
- ‘Ready for School’ Pre-Prep transition program.

Millaa Millaa State School has made sound progress in all four priorities in 2016.

Future Outlook

In 2016, Millaa Millaa State School underwent a school review which informed a four year strategic plan (2017 – 2020). The improvement strategies identified will now focus the agenda. The strategies include:

- Working with Words (Reading and Writing)
- Centred on Curriculum (whole school curriculum and assessment plan)
- Tools for Teaching (employing effective teaching strategies)
- Full STEM ahead (Science, Technology and Maths focus)

For more details on this plan and the subsequent Annual Implementation Plans please contact the school or visit the website.



Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	58	29	29	12	88%
2015*	61	35	26	9	83%
2016	66	35	31	10	84%

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 2016, 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

Overview

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 44 families, four of these are indigenous. All our children coexist in a spirit of mutual respect and cooperation.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	17	22	24
Year 4 – Year 7	24	22	22
Year 8 – 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.

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. With the inclusion of foundational programs for reading and math's mental computation, for example, curriculum learning area delivery is achieved through the use of the Australian Curriculum with support of the Curriculum to the Classroom (C2C) units of work. Digital technologies are integrated, where possible, within unit delivery. Our social and emotional program, You Can Do It, allows a holistic approach to every learner.

Co-curricular 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. Dance lessons are taught and assessed in Term 3 which are culminated on the night.
- 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 Assist Learning

Millaa Millaa State School invests in digital technologies first and foremost through a fully functional and adaptable computer lab so that whole class focused learning can occur. In the junior school is the XO laptop program which allows every child to access a computer with an android based operating system – apps are downloaded with specific focus of literacy and numeracy support. Coding and robotics are in their early phase, however over it is growing with great interest from students, staff and community.

Social Climate

Overview

The school motto is 'Strive to Succeed' and we aim to achieve this by ensuring that Millaa Millaa State School is 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

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that: their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	92%	100%
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%	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%	100%
teachers at this school motivate their child to learn* (S2007)	100%	92%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	100%	92%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	92%	90%
student behaviour is well managed at this school* (S2012)	100%	100%	90%
this school looks for ways to improve* (S2013)	100%	100%	90%
this school is well maintained* (S2014)	100%	100%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	100%	88%
they like being at their school* (S2036)	95%	100%	96%
they feel safe at their school* (S2037)	95%	96%	92%
their teachers motivate them to learn* (S2038)	100%	100%	88%
their teachers expect them to do their best* (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	100%	91%	80%
teachers treat students fairly at their school* (S2041)	95%	83%	84%
they can talk to their teachers about their concerns* (S2042)	91%	92%	85%
their school takes students' opinions seriously* (S2043)	91%	75%	81%
student behaviour is well managed at their school* (S2044)	91%	76%	88%
their school looks for ways to improve* (S2045)	100%	100%	88%
their school is well maintained* (S2046)	100%	88%	88%
their school gives them opportunities to do interesting things* (S2047)	95%	96%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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)	88%	75%	92%
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%	92%
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%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things (S2079)	100%	88%	100%

* 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

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, culminating activities and whole-school days like sports days, Anzac Day, Fancy Dress Ball 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. We celebrate our parent and community contributions into the school and associated activities through constant recognition and follow up. We seek feedback at every opportunity.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our teachings and learnings support every child. Being safe, being respectful and being a learner are our rules, but are embedded as values. We believe it a right that everyone feels safe and respected in every aspect of their lives. We teach students the importance of friendships and getting along with others and steps to talk through issues. The power of reporting when they felt unsafe. Cyber safety is also included at every opportunity as student increase their engagement with digital technologies.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	1	4
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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	19,651	57
2014-2015	23,640	24
2015-2016	22,276	2,341

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.

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 <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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5	8	0
Full-time Equivalents	4	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	6
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$4000.

The major professional development initiatives are as follows:

- Teaching & Learning – Explicit Teaching
- Curriculum Assessment, Planning and Moderation
- Students With Disabilities – Autism Spectrum Disorder

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	91%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

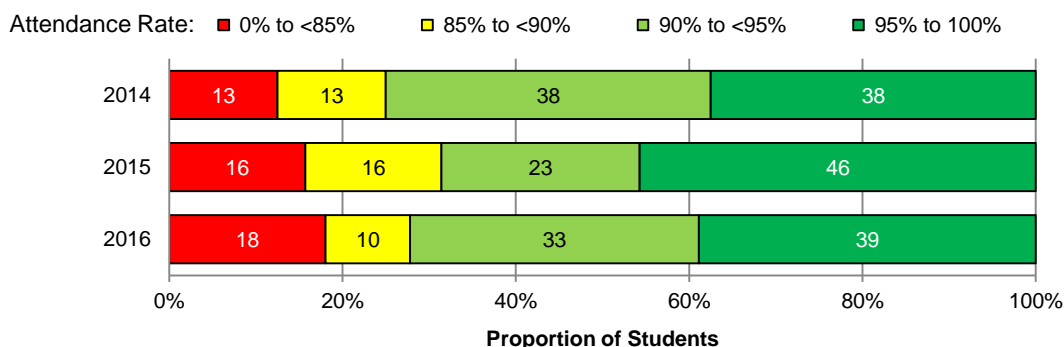
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	93%	85%	93%	91%	93%	95%					
2015	90%	94%	93%	95%	91%	93%	94%						
2016	86%	90%	87%	89%	92%	91%	92%						

*Attendance rates effectively count 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.

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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.

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '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.