Millmerran State School

ANNUAL REPORT
2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Millmerran is a township of approximately 1050 people, 80kms south-west of Toowoomba servicing a diverse rural community producing timber, cereal crops, cotton, vegetables, cattle, pigs and poultry. In 1999, a coal-powered power station was constructed. Millmerran State P-10 School was established in 1882 as Yandilla Provisional School. The school's name was changed in September 1901 to Millmerran. The school caters for a wide range of students from Prep to Year 10 by providing varied learning opportunities within our curriculum. Every student in every phase of learning receives a personalised approach that responds to their individual needs. A very strong supportive school community exists which combines the efforts of all stakeholders working together towards the vision of inspiring adaptable and resourceful life-long learners, connected to the world. Supporting transitions from early childhood to primary school, primary school to junior secondary school and junior secondary school to senior secondary school is enhanced through our playgroup, our local Early Years Network and strong connections with our nearest senior secondary provider. Our students have the opportunity to explore career pathways through work experience and school-based apprenticeships and traineeships. The local chaplaincy committee supports the work of a chaplain within our school. Our school encourages parent and community involvement from our strong volunteer helpers through to involvement in community based projects. Our Parents and Citizens Association is very active in our school providing support for our students and staff.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

- The school's curriculum and assessment plan is aligned with the Australian Curriculum and QCARF.
- Developing workforce capacity through facilitating observation and feedback cycles.
- Data is used to inform teaching practice through quarterly discussions and development of improvement strategies.
- Identified students have individual curriculum plans informed by data collection.
- The Master teacher role contributes to a focus on instructional leadership.
- Strong partnerships with students, parents, staff and the community are maintained.
- Partnership with QMEA established.
- Investment in reinvigorating Positive Behaviour for Learning

Future Outlook

Key school priorities for 2018 include:

- Improve teacher pedagogy through conversations focusing on the Australian Professional Standards
- Continue to improve the use of data to inform teaching practice and reviewing student progress
- Continue to develop a feedback culture with staff, through observations and walkthroughs
- Continue whole school pedagogical approaches to ensure improved learning outcomes in Reading
- Reinvigorating Positive Behaviour for Learning
- Continue strong transitions at Prep, Primary, Junior Secondary, Senior Secondary Junctures
- Adjust year 7 to 10 curriculum to align with the introduction of the SATE system in 2019.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	279	133	146	27	94%
2016	299	141	158	28	87%
2017	295	148	147	29	86%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
Our students come from both rural and urban backgrounds. Our school caters for a range of diverse learners, including students with learning difficulties, students with learning disabilities, students with English as another Language or Dialect, students identified as Gifted and Talented students and students who identify as Indigenous. We have a supportive and caring student body, with student leaders in both the primary and secondary sectors.

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	21
Year 4 – Year 6	26	26	23
Year 7 – Year 10	16	17	16

Curriculum Delivery

Our Approach to Curriculum Delivery
In 2017, the curriculum was based on the implementation of the Australian Curriculum in English, Mathematics, Science, History, Geography and HPE. The learning descriptors and elaborations from the Australian Curriculum are the basis of the curriculum. C2C units and resources are used. Other learning areas based on the QCARF are Technology, The Arts and Languages Other Than English (Indonesian Years 6 to 8). Our distinctive curriculum offerings include: specialised secondary Health/Pastoral Care program taught collaboratively with the pastoral care teacher and the School Based Youth Health Nurse and Specialist PE and Music teachers working in both the primary and secondary sectors.

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Co-curricular Activities
- Highly regarded school instrumental music program, including performances at school and community events
- Singfest – a local collaborative choral program with nearby schools
- USQ Science and Engineering Challenge
- QAMT Junior Secondary Maths Teams
- School Representative Pony Club Team
- A range of sporting activities including athletics, cross-country and swimming
- An active student council organizing lunch time sporting competitions
- Blue and Gold Awards recognizing contributions to the school community

How Information and Communication Technologies are used to Assist Learning

In 2017, secondary students had classroom access to two class sets of laptops. 30 Ipads are in use in classrooms. Three computer laboratories are timetabled for class use. All primary classrooms have access to a bank of five desk top computers. The use of interactive whiteboards, data projectors, document cameras and recording devices has allowed the implementation of varied digital teaching and learning practices. Drones, Arduino, B Bots, Blogs, Ed studios and interactive learning objects have been utilized. The Staff and Student Learning Place and Contemporary Practice Resource have also been widely used to develop staff capacity using Information and Communication Technologies.

Social Climate

Overview
The school is a friendly and supportive community where students, parents and staff work together to ensure the best outcomes for all. Our secondary pastoral care program focusses on adolescent developmental needs and is responsive to the students and their current issues. The positive behaviour program and the strong emphasis on the 4 B's: Be Safe, Be a Learner, Be Responsible and Be Respectful, teaches all students our expectations of behaviour. Blue and Gold awards recognise students who are consistently working hard, trying their best, attending school, wearing uniform and following expectations.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	92%	98%	94%
this is a good school (S2035)	95%	100%	89%
their child likes being at this school* (S2001)	100%	96%	94%
their child feels safe at this school* (S2002)	100%	98%	87%
their child's learning needs are being met at this school* (S2003)	89%	96%	89%
their child is making good progress at this school* (S2004)	92%	94%	91%
teachers at this school expect their child to do his or her best* (S2005)	95%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	94%
teachers at this school motivate their child to learn* (S2007)	95%	91%	98%
teachers at this school treat students fairly* (S2008)	90%	87%	85%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	95%	96%	98%
this school takes parents' opinions seriously* (S2011)	92%	87%	85%
student behaviour is well managed at this school* (S2012)	89%	89%	77%
this school looks for ways to improve* (S2013)	95%	94%	89%
this school is well maintained* (S2014)	100%	98%	98%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	98%	95%	94%
they like being at their school* (S2036)	97%	88%	91%
they feel safe at their school* (S2037)	98%	97%	97%
their teachers motivate them to learn* (S2038)	97%	97%	93%
their teachers expect them to do their best* (S2039)	100%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	95%
teachers treat students fairly at their school* (S2041)	92%	89%	86%
they can talk to their teachers about their concerns* (S2042)	93%	88%	83%
their school takes students' opinions seriously* (S2043)	92%	84%	82%
student behaviour is well managed at their school* (S2044)	82%	79%	78%
their school looks for ways to improve* (S2045)	97%	92%	96%
their school is well maintained* (S2046)	95%	93%	94%
their school gives them opportunities to do interesting things* (S2047)	97%	91%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	92%	98%	88%
they feel that their school is a safe place in which to work (S2070)	95%	98%	86%
they receive useful feedback about their work at their school (S2071)	87%	73%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	78%	88%
students are encouraged to do their best at their school (S2072)	100%	98%	95%
students are treated fairly at their school (S2073)	97%	98%	91%
student behaviour is well managed at their school (S2074)	92%	90%	84%
staff are well supported at their school (S2075)	87%	80%	72%
their school takes staff opinions seriously (S2076)	89%	79%	83%
their school looks for ways to improve (S2077)	95%	98%	95%
their school is well maintained (S2078)	97%	95%	86%
their school gives them opportunities to do interesting things (S2079)	87%	80%	83%

* 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

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We have a very strong supportive school community, which has been built up over a number of years through the combined efforts of students, teachers, families and school staff working together. These valuable relationships have been developed through strong communication. Our main forms of communication include:

- Newsletters, fortnightly calendar updates, positive postcards, website, digital sign, emails, text messages and phone calls
- Weekly assemblies, parent information sessions and parent/teacher interviews.

Parents and carers enjoy sharing a range of special events within the school and local community along with every day schooling through participation as guests and volunteers.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our positive behaviour program focuses on using the 'high five strategy" for students to solve problems and includes focused teaching lessons on recognise, react and report.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	27	22	13
Long Suspensions – 11 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

There is a conscious effort to conserve both electricity and water. The school works in partnership with Landcare Australia and the Toowoomba Regional Council supporting recycling.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	138,486	1,428
2015-2016	147,586	1,437
2016-2017	104,991	485

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.**

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Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	27	21	<5
Full-time Equivalents	25	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	4
Graduate Diploma etc.**	5
Bachelor degree	18
Diploma	3
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $ 28,750.

The major professional development initiatives are as follows:

- Explicit Instruction
- Pre-Lit, Mini-Lit, Multi-Lit
- Phonics, Phonemic Awareness
- Oral Language
- Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

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Key Student Outcomes
Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	87%	82%

*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.

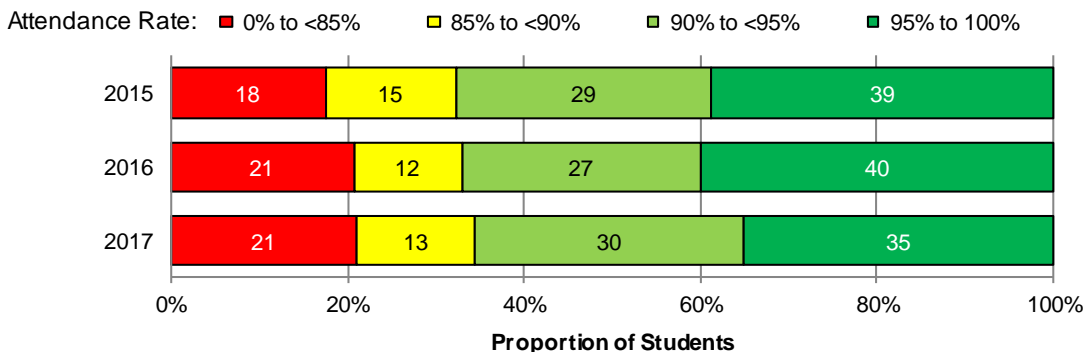The overall student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

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
2015	93%	91%	91%	92%	92%	93%	93%	92%	92%	86%	79%		
2016	90%	93%	90%	92%	91%	93%	91%	91%	91%	93%	86%		
2017	88%	89%	93%	93%	91%	87%	91%	87%	89%	90%	89%		

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	18	15	29	39
2016	21	12	27	40
2017	21	13	30	35

Proportion of Students

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Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

An electronic roll marking system (ID Attend) is used. Primary class rolls are marked twice daily and secondary class rolls are marked five times per day. The school attendance officer monitors the rolls each day and ensures consistency of practice in roll marking. Parents and carers are able to ring the school via a designated absence line to report any student absence. Daily text messages are sent to parents of students absent without explanation. Should a student be absent unexplained for 3 days in a row, the school contacts the family to determine the reason for absence. A student's attendance contributes to achieving blue and gold awards.

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.**

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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.