



ANNUAL REPORT

Millmerran State School

2018

Queensland State School Reporting

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From the Principal

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.

School Progress towards its goals in 2018

- 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 leadership team contributes to focus on instructional leadership.
- Strong partnerships with students, parents, staff and the community are maintained.
- Partnership with QMEA continues.
- Investment in reinvigorating Positive Behaviour for Learning

Future Outlook

Key school priorities for 2019 include:

- Improve teacher pedagogy through conversations focusing on the Australian Professional Standards
- Improve year 7 to 10 curriculum with a focus on preparation for year 11 SATE subjects
- 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



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	299	295	323
Girls	141	148	168
Boys	158	147	155
Indigenous	28	29	29
Enrolment continuity (Feb. – Nov.)	87%	86%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	21	24
Year 4 – Year 6	26	23	27
Year 7 – Year 10	17	16	19
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.



Curriculum delivery

Our approach to curriculum delivery

In 2018, 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 (Japanese).

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 2018, secondary students had classroom access to two class sets of laptops. 30 I pads 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	94%	96%
• this is a good school (S2035)	100%	89%	93%
• their child likes being at this school* (S2001)	96%	94%	96%
• their child feels safe at this school* (S2002)	98%	87%	96%
• their child's learning needs are being met at this school* (S2003)	96%	89%	93%
• their child is making good progress at this school* (S2004)	94%	91%	96%
• teachers at this school expect their child to do his or her best* (S2005)	98%	96%	93%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	91%	98%	91%
• teachers at this school treat students fairly* (S2008)	87%	85%	89%
• they can talk to their child's teachers about their concerns* (S2009)	100%	96%	93%
• this school works with them to support their child's learning* (S2010)	96%	98%	96%
• this school takes parents' opinions seriously* (S2011)	87%	85%	91%
• student behaviour is well managed at this school* (S2012)	89%	77%	80%
• this school looks for ways to improve* (S2013)	94%	89%	91%
• this school is well maintained* (S2014)	98%	98%	93%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	94%	94%
• they like being at their school* (S2036)	88%	91%	86%
• they feel safe at their school* (S2037)	97%	97%	89%
• their teachers motivate them to learn* (S2038)	97%	93%	96%
• their teachers expect them to do their best* (S2039)	97%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	93%
• teachers treat students fairly at their school* (S2041)	89%	86%	81%
• they can talk to their teachers about their concerns* (S2042)	88%	83%	81%
• their school takes students' opinions seriously* (S2043)	84%	82%	83%
• student behaviour is well managed at their school* (S2044)	79%	78%	71%
• their school looks for ways to improve* (S2045)	92%	96%	89%
• their school is well maintained* (S2046)	93%	94%	90%
• their school gives them opportunities to do interesting things* (S2047)	91%	92%	89%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	88%	90%
• they feel that their school is a safe place in which to work (S2070)	98%	86%	93%
• they receive useful feedback about their work at their school (S2071)	73%	72%	80%



Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	88%	91%
• students are encouraged to do their best at their school (S2072)	98%	95%	95%
• students are treated fairly at their school (S2073)	98%	91%	85%
• student behaviour is well managed at their school (S2074)	90%	84%	83%
• staff are well supported at their school (S2075)	80%	72%	80%
• their school takes staff opinions seriously (S2076)	79%	83%	80%
• their school looks for ways to improve (S2077)	98%	95%	93%
• their school is well maintained (S2078)	95%	86%	88%
• their school gives them opportunities to do interesting things (S2079)	80%	83%	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

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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	22	13	37
Long suspensions – 11 to 20 days	1	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.



Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	147,586	104,991	145,783
Water (kL)	1,437	485	

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	28	23	<5
Full-time equivalents	24	13	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	5
Bachelor degree	25
Diploma	3
Certificate	0

*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 2018 were \$15 764.08.

The major professional development initiatives are as follows:

- Faces on the data
- Reading comprehension

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.



Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	91%
Attendance rate for Indigenous** students at this school	87%	82%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	90%	88%	91%
Year 1	93%	89%	92%
Year 2	90%	93%	92%
Year 3	92%	93%	93%
Year 4	91%	91%	93%
Year 5	93%	87%	91%
Year 6	91%	91%	92%

Year level	2016	2017	2018
Year 7	91%	87%	91%
Year 8	91%	89%	91%
Year 9	93%	90%	86%
Year 10	86%	89%	88%
Year 11			
Year 12			

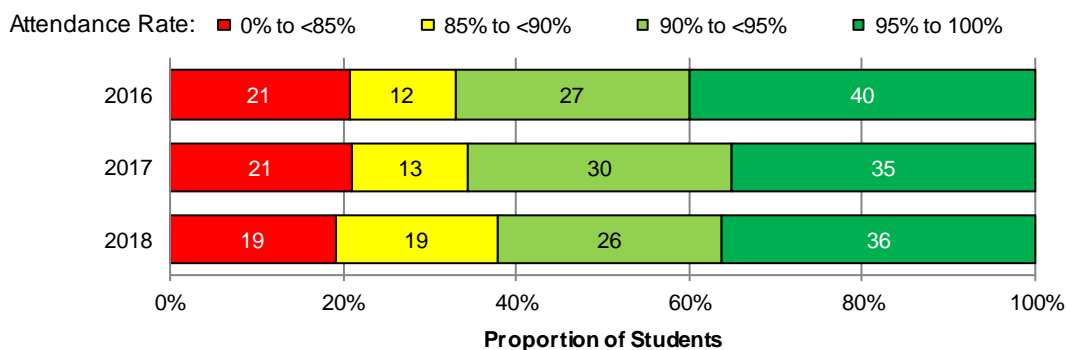
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

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



2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

