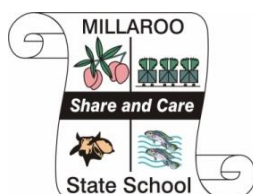


# Millaroo State School

## 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 <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Erin Alloway - Principal

## Principal's foreword

### Introduction

Welcome to the 2015 School Annual Report for Millaroo State School. This report will highlight achievements from the year 2015.

Millaroo State School can be found on a scenic drive 70km south west of Ayr in the Burdekin Delta. The beautiful and mighty Burdekin River flows just a stone's throw away from the school grounds.

Millaroo and Dalbeg communities are primarily involved in the farming industries. The Transport Department provide buses which transport students to and from school.

Our School Motto is 'Share and Care' with a vision for children to 'Aim High! Be A Doer Not a Watcher! Go Beyond What's Expected! Be Technologically Savvy!' Millaroo staff, students, parents and community members encourage students to strive to be the best person they can be.

Copies of the School Annual Report will be made available on the school website and copies are made available from the school office upon request.

### School progress towards its goals in 2015

- Australian Curriculum – continuing implementation and familiarisation
- Student achievement – explicit teaching of literacy and numeracy
- School community engagement – encourage parents to be active in decision making processes at school
- Instructional leadership – support all staff to achieve high standards with classroom observations and feedback
- Staff capacity – developing teaching practices of writing by embedding pedagogy of 'Seven Steps in Writing' within literacies

By the end of 2015, teaching staff had participated in school and cluster moderation and unpacking days to build knowledge of Australian Curriculum.

Explicit Teaching of literacy and numeracy was evident in end of semester Level of Achievement and NAPLAN results. 100% of school received a C or better in English and Mathematics. Eleven students from year 3 and 5 sat NAPLAN with all 11 students reaching National Minimum Standards in Reading and Writing and 10 out of 11 students reaching National Minimum Standards in Grammar and Punctuation, Spelling and Numeracy. Our test results for 2015 displayed that 49.28% of children who sat the tests reached Upper 2 Bands.

In year 3 Numeracy NAPLAN all 4 children achieved National Minimum Standards(NMS) and 1 student made Upper 2 Bands(U2B). In year 5 Numeracy, there were 6 out of 7 students who reached NMS and 3 out of 7 reached U2B.

Three teaching staff participated in Seven Steps in Writing professional development to further develop teaching practices of writing. This was proven effective with 3 out of 4 year 3 students achieving Upper 2 Bands in NAPLAN writing and 6 out 7 year 5 students achieving above National Minimum Standards in NAPLAN writing, with 2 out of 7 in Upper 2 Bands.

By end of 2015, school community engagement was at a high, with parents providing a strong voice during our Quadrennial School Review process and the successful completion of Millaroo State School 2016-2019 School Strategic Plan. School Opinion Survey reported 100% of parents felt satisfied that their opinion was taken seriously at this school.

### Future outlook

In 2016, Millaroo will utilize the funds from Investing for Success Agreement and other school funds to focus on:-

- Successful Learners – continue to embed whole school reading programme
- Australian Curriculum – develop deep understanding
- Student Performance – goal setting and feedback
- Teaching Quality – build teacher capacity to use data sets to plan, assess and differentiate
- Principal Leadership – drive improvement agenda using North Queensland Quality Teaching and Learning Framework
- Local Decision Making – review and embed Responsible Behaviour Plan for Students

By the end of 2016, teachers will have engaged in cluster moderation days, unpacking of curriculum days, professional development to increase data literacy to deepen their understanding of the Australian curriculum and to provide differentiated and explicit teaching lessons and to build capacity to give quality feedback in alignment with North Queensland Quality Teaching and Learning Framework. Teaching staff will have undertaken Growth Mindset training to assist the review of the Responsible Behaviour Plan to develop an understanding of the whole child.

Parents will have participated in the review process of the Responsible Behaviour Plan and will continued to be encouraged to participate in decision making and classroom programmes.

## 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	27	16	11		100%
2014	27	15	12		96%
2015	24	13	11		86%

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:

The student body leads an active outdoor lifestyle. Some families have an Italian background, many families have been in this area for generations. Most families have a farming background and rely on this for economic stability.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	17	9	8
Year 4 – Year 7 Primary	10		
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	0	0
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

Our distinctive curriculum offerings include:

- Multi-age classrooms in a small rural school that provides for ability based/differentiated learning.
- Explicit teaching of the Australia Curriculum areas of English, Mathematics, Science, Geography, History, Health and Physical Education being implemented through the adoption and adaptation of C2C units. Essential learnings of Technology and The Arts are taught using the Queensland Curriculum.
- We are also pleased to provide access to;-
- Robotics Technology Challenge
- Interschool Sport
- Athletics
- Cross Country
- Indigenous Cultural Awareness programmes
- Senior Art Projects
- Swimming Carnival

### Extra curricula activities

- ANZAC Day Community March in Ayr
- School Science Camp
- Excursions
- Jump Rope for Heart
- Swimming
- Student Council
- Social conscience – charity fundraising such as Shave for a Cure
- Fancy Dress Ball
- Year 5 & 6 Smart Start to Ayr State High
- Social participation – community activities, displays and competitions
- Camp draft
- Interschool Gymkhana

## How Information and Communication Technologies are used to improve learning

Computers play an important part in everyday teaching and learning. Each classroom is equipped with an interactive whiteboard, wireless, Ipads and laptops to enhance student engagement in learning. Students access online learning environments such as Students Achieving Success, Languages Other Than English, Reading Eggs and Mathletics on a regular basis. Students also learn how to use email appropriately and are able to interact with staff and students from other schools through the use of technology. Curriculum requires students to create multi-modal presentations to demonstrate competencies across learning areas.

### Social Climate

Millaroo State School is a KidsMatter School. Our school enjoys the support of the local families with enrolments from the Millaroo and Dalbeg communities. Dalbeg is another small community 20 minutes to the south west.

These two communities work together to help to make a supportive school environment for the children of Millaroo State School.

Most of our students come from families who are engaged in some form of primary industry – cattle, sugar cane, grapes, fruit and vegetables. A small proportion of our students come from the families of employees from Sunwater or local farms.

The Millaroo and Dalbeg communities have a strong, Italian heritage and hold traditional values, including a strong work ethic and high expectations regarding academic and sporting achievements for their children.

Our results in the School Opinion Survey for 2015 show that student and parent satisfaction had increased in the area of behaviour and feeling safe at school.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	88%	100%
this is a good school (S2035)	100%	88%	100%
their child likes being at this school (S2001)	100%	88%	100%
their child feels safe at this school (S2002)	100%	75%	100%
their child's learning needs are being met at this school (S2003)	100%	88%	88%
their child is making good progress at this school (S2004)	100%	100%	88%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	88%	75%
teachers at this school motivate their child to learn (S2007)	100%	88%	88%
teachers at this school treat students fairly (S2008)	100%	63%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	88%	100%
this school works with them to support their child's learning (S2010)	100%	75%	86%
this school takes parents' opinions seriously (S2011)	100%	75%	100%
student behaviour is well managed at this school (S2012)	100%	50%	88%
this school looks for ways to improve (S2013)	100%	88%	88%
this school is well maintained (S2014)	100%	100%	88%

### Performance measure

Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	86%	92%	100%
they like being at their school (S2036)	88%	100%	100%
they feel safe at their school (S2037)	88%	92%	100%
their teachers motivate them to learn (S2038)	88%	85%	100%
their teachers expect them to do their best (S2039)	100%	92%	100%
their teachers provide them with useful feedback about their school work (S2040)	88%	92%	100%
teachers treat students fairly at their school (S2041)	63%	85%	100%
they can talk to their teachers about their concerns (S2042)	63%	83%	100%
their school takes students' opinions seriously (S2043)	75%	85%	64%
student behaviour is well managed at their school (S2044)	50%	92%	100%
their school looks for ways to improve (S2045)	88%	92%	100%
their school is well maintained (S2046)	100%	92%	91%
their school gives them opportunities to do interesting things (S2047)	75%	85%	82%

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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	100%	DW
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%	100%

# '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

Parents of Millaroo State School are encouraged to be very involved in their child's learning. They are keen to participate and assist in extra-curricular activities as well as in our school reading program, sports coaching and group work. Parent tutorials are offered throughout the year to assist parents with helping their children at home.

Parent Partnership Meetings at the commencement of term, end of term culmination activities and special events such as Fancy Dress Ball, Book Week and Graduation Night are organized with a majority of parents and community members accepting the invitations.

Parent teacher interviews, informal and formal meetings are utilized by both teaching staff and parents to discuss individual learning needs and strengths of students. Catering for students learning needs is

accessed by Individual Learning Plans and Individual Curriculum Plans, which are supported by parents and endorsed by administration.

### Reducing the school's environmental footprint

Millaroo staff and students are encouraged to reduce their environmental footprint by regular recycling, use of worm farms and turning off fans and lights when not in the room. Unfortunately environmental factors such as increased daily temperatures thwarted our usage by an increase of power consumption due to the higher use of air conditioners.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	17,275	0
2013-2014	19,523	0
2014-2015	21,280	6

\*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.

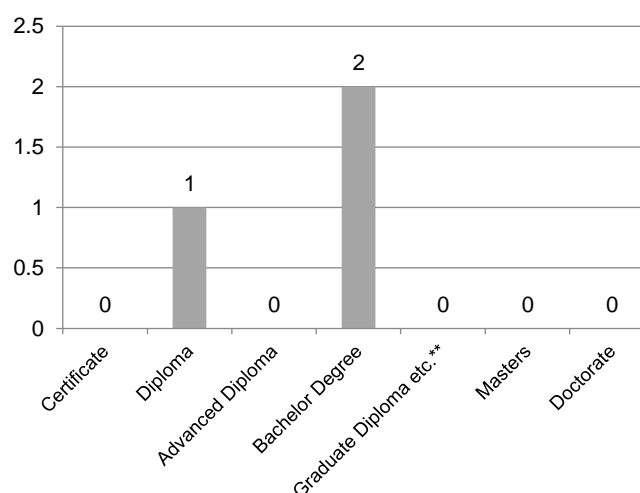
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	4	0
Full-time equivalents	2	2	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>3</b>



\*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 were \$13898.29

The major professional development initiatives are as follows:

- Women in leadership
- Explicit Instruction – Train The Trainer
- Explicit Instruction – understanding the pedagogy
- Principal Conferences
- Seven Steps to Writing
- Prep Language and Literature

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.	98%	97%	97%

### 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

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).	93%	91%	93%

The attendance rate for Indigenous students at this school (shown as a percentage).

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%.

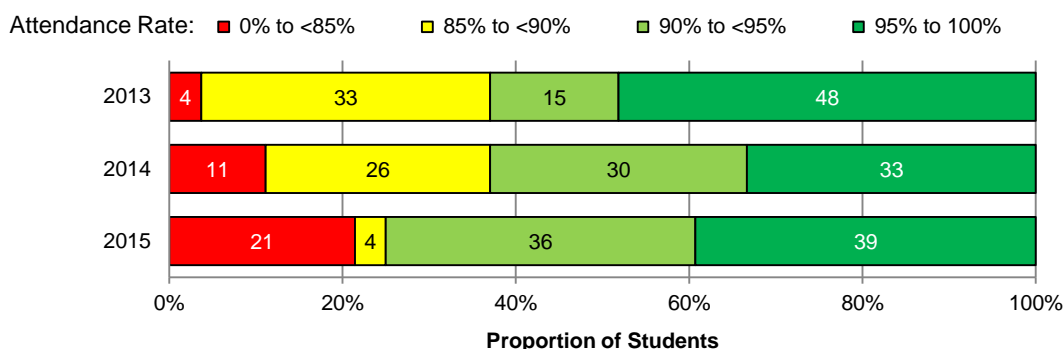
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	DW	95%	93%	92%	88%	91%	95%	97%
2014	91%	DW	93%	95%	91%	85%	91%	91%
2015	84%	90%	93%	91%	95%	97%	96%	N/A

\*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

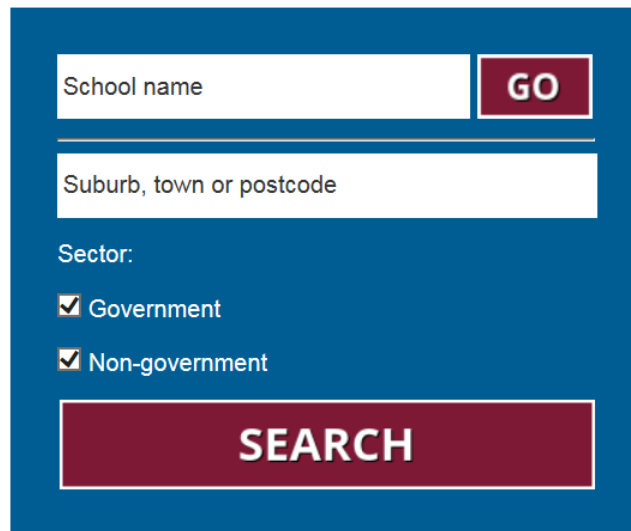
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Student attendance is recorded twice a day (am and pm) on a daily roll, absences are noted and if the parent has not notified the school by the end of the day, or prior to the absence, the school will follow up with a phone call to the parent. All parent notifications are also logged in the Parent Messages Book.

**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 image shows a search form titled 'Find a school' with a blue background. It contains the following elements:

- A text input field labeled 'School name' with a red 'GO' button to its right.
- A text input field labeled 'Suburb, town or postcode'.
- A label 'Sector:' followed by two checked checkboxes: 'Government' and 'Non-government'.
- A large red button with the word 'SEARCH' in white capital letters.

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.