

Millaroo State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Millaroo Primary School is a small, rural remote school with a teaching principal and a part-time teacher. Our school is located approximately 70kms southwest of Ayr. We cater for students from Prep to Year 6. The majority of our students are from surrounding farms, which produce cane, cattle, grapes and some small crops. Many of our students travel a minimum of 20 minutes by bus to get to school. We have students in every year level, with no behaviour or absentee problems. Students aim high to achieve academic excellence. Our students are fit and very active and enjoy a wide range of sporting activities. Most parents have great expectations for their child to achieve a high level of academic attainment and value physical, technological, cultural, social and emotional development. To meet the challenge we are constantly growing and adapting the Australian curriculum and extra curricula activities, to deliver global, socially responsible, ready citizens.

Millaroo State School students AIM HIGH, they are DOERS NOT WATCHERS, they GO BEYOND WHAT'S EXPECTED, are TECHNOLOGICALLY SAVVY, honour the flag and ALWAYS try to be a good citizen.

Principal's Foreword

Introduction

Welcome to the 2016 School Annual Report for Millaroo State School. This report will highlight achievements from the year 2016.

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 a bus which transports 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 2016

Successful Learners – continue to embed whole school reading programme	Completed
Australian Curriculum – develop deep understanding	Completed
Student Performance – goal setting and feedback	Completed
Teaching Quality – build teacher capacity to use data sets to plan, assess and differentiate	Completed
Principal Leadership – drive improvement agenda using North Queensland Quality Teaching and Learning Framework	Completed

Future Outlook

In 2017, Millaroo will utilize the allocation from Investing for Success Agreement and other school funds to focus on achieving:-

100% of students to attain "C" or better in English	Semester 1 and Semester 2
100% of teachers using student evidence to plan, assess, differentiate and deliver quality teaching and learning	Ongoing
100% staff engagement within collaborative processes with key stakeholders	Ongoing

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	27	15	12		96%
2015*	24	13	11		86%
2016	19	10	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 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

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. Student enrolment is on a steady decline due to family farms being bought out by a company based on the sandalwood industry.

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	9	24	22
Year 4 – Year 7			
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

Our distinctive curriculum offerings include:

- Multi-age classrooms in a small rural school that provides for ability based/differentiated learning.
- Evidence based explicit teaching of the Australian Curriculum
- Student goal setting and feedback to develop assessment literate learners
- Average ratio of 1 adult to 5 students in classrooms

- Quality Teacher Aides providing support to all students
- Intervention and extension programs provided face-to-face and online
- Support Services of Guidance Officer, Speech Language Pathologist and Support Teacher Literacy and Numeracy (STLAN)

We are also pleased to provide access to:-

- Early learning playgroup once a month
- Digital technologies including Robotics and OSMO.
- Interschool Sport
- Athletics
- Cross Country
- Indigenous Cultural Awareness programs
- Senior Art Projects
- Swimming Carnival
- Life Education

Co-curricular Activities

- Burdekin Festival of Arts
- ANZAC Day Community March in Ayr
- School Science Camp
- Grip Leadership for senior students
- Excursions
- Incursions
- 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 Assist 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 IMPACT, Languages Other Than English, Reading Eggs, Learning Objects and educational websites 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

Overview

Millaroo State School is a KidsMatter school that is committed to providing a safe, supportive and welcoming environment, with a strong focus on social emotional learning and positive behaviour learning. 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 of the school's location. 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 2016 show that student and parent satisfaction had a slight decrease in the area of behaviour and feeling safe at school, with one family being unhappy with the school's performance.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	88%	100%	86%
this is a good school (S2035)	88%	100%	86%
their child likes being at this school* (S2001)	88%	100%	86%
their child feels safe at this school* (S2002)	75%	100%	86%
their child's learning needs are being met at this school* (S2003)	88%	88%	86%
their child is making good progress at this school* (S2004)	100%	88%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	86%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	75%	86%
teachers at this school motivate their child to learn* (S2007)	88%	88%	86%
teachers at this school treat students fairly* (S2008)	63%	100%	86%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%	86%
this school works with them to support their child's learning* (S2010)	75%	86%	86%
this school takes parents' opinions seriously* (S2011)	75%	100%	86%
student behaviour is well managed at this school* (S2012)	50%	88%	86%
this school looks for ways to improve* (S2013)	88%	88%	86%
this school is well maintained* (S2014)	100%	88%	86%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	92%	100%	92%
their teachers motivate them to learn* (S2038)	85%	100%	100%
their teachers expect them to do their best* (S2039)	92%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	100%	92%
teachers treat students fairly at their school* (S2041)	85%	100%	69%
they can talk to their teachers about their concerns* (S2042)	83%	100%	85%
their school takes students' opinions seriously* (S2043)	85%	64%	100%
student behaviour is well managed at their school* (S2044)	92%	100%	85%
their school looks for ways to improve* (S2045)	92%	100%	100%
their school is well maintained* (S2046)	92%	91%	100%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things* (S2047)	85%	82%	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)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	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%	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

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.

Respectful relationships programs

Millaroo School is a KidsMatter school that has developed and implemented programs that focus on appropriate, respectful and healthy relationships through the use of Health C2C units and utilizing Social Emotional Learning lessons and ideals from KidsMatter, Program Achieve – You Can Do it and Growth Mindset. At Millaroo School we implement Daniel Morcombe personal safety units to ensure children can recognize, react and report, Respectful Relationships Program and weekly social and emotional lessons based on the school values, rules and behavior expectations at set out in our Charter of Expectations and Responsible Behaviour Plan. These lessons develop students' knowledge and skills to be able to resolve conflict without violence and promote positive behaviour choices.

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	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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* 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

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	19,523	0
2014-2015	21,280	6
2015-2016	20,964	

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

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 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	3	4	0
Full-time Equivalent	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	1
Certificate	

*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 \$5799.90.

The major professional development initiatives are as follows:

- Age Appropriate Pedagogy
- Positive Behaviour Learning
- Growth Mindset
- Classroom Observations
- Peer Review
- Data Analysis
- OneSchool Training

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%	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 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).	91%	93%	94%
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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

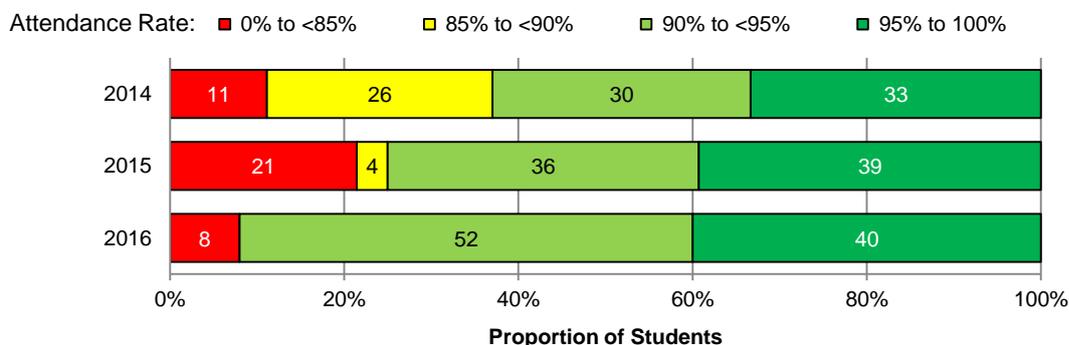
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL								
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	91%	DW	93%	95%	91%	85%	91%	91%
2015	84%	90%	93%	91%	95%	97%	96%	N/A
2016	97%	89%	93%	89%	95%	97%	95%	N/A

*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.

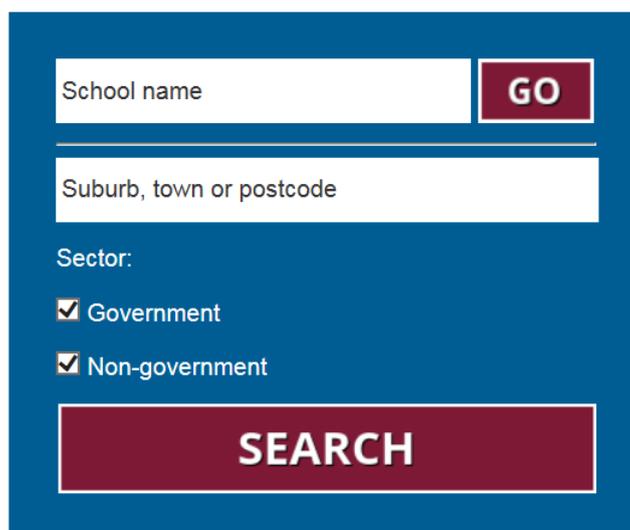
Student attendance is recorded twice a day (am and pm) on a daily roll, absences are noted and if the parent has not notified the school by the end of the day, or prior to the absence, the school will follow up with a phone call to the parent. All parent notifications are also logged in the Parent Messages Book. Students who achieve 100% attendance for each month is rewarded with a certificate of recognition at parade.

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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the word "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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.

Conclusion

Millaroo is a GREAT school with professional, dedicated staff combined with interested and caring parents and community members. Together we make a dynamic team working towards the common goal of educating children in a happy, safe and supportive environment.