



Millaroo State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

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 and this year we very are excited to offer Kindy to the younger members of our community. 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, bar grade 3, 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 students and parents have very high expectations for their child to perform at a high level of academic achievement 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.

School progress towards its goals in 2018

Strategy – analyse and use student data to explicitly teach reading and writing within the curriculum	
Actions	
<p>Analyse and use student data to</p> <ul style="list-style-type: none"> Identify individual student strengths and areas for development Identify student targets and learning goals Identify reading and writing strategies to use to drive student improvement Inform planning and delivery of the Australian curriculum 	<p>In 2019</p> <ul style="list-style-type: none"> each student has an individualized learning plan. All students are able to articulate their targets and learning goals. learning walls are clearly displayed throughout classrooms. The school is now using Version 8 of the Curriculum to the Classroom based on the Australian curriculum to delivery quality curriculum throughout all learning areas. Data walls are set up in the conference room and the inquiry cycles are utilised to inform teaching .
<p>Develop formalized student learning plans to include</p> <ul style="list-style-type: none"> Student profiles including NAPLAN, Early Start, Levels Of Achievement, Reading, Social and Emotional Wellbeing Targets Learning goals Feedback to students 	<ul style="list-style-type: none"> Sharp and narrow focus in 2019. Each student now has an individualized learning plan. Emotional and social wellbeing is being addressed in the school Positive Culture for Learning which is being implemented throughout the school in 2019.
<p>Utilize the full capabilities of Early Start, OneSchool and Literacy Continua for focussed student support P-2</p>	<ul style="list-style-type: none"> Sharp and narrow focus in 2019.
<p>Collaboratively co-construct Know & Dos, Reading and Writing demands of each unit for all learning areas</p>	<p>In 2019</p> <ul style="list-style-type: none"> A curriculum plan has been formalised for each learning area which outlines the Know and Do's for each learning area. Collaborative planning days are now a common practise in the school. Australian curriculum fully embedded in the school. Established learning walls and data walls.
<p>Implement whole school moderation practice that includes planning, mid and post data conversations to identify opportunities for students to perform and excel independently. Trial use of A-E matrix for Effort</p>	<ul style="list-style-type: none"> Sharp and narrow focus in 2019

Strategy - building expert teaching team	
<ul style="list-style-type: none"> • Provide professional development opportunities • Staff data literacies • Using data to identify student learning and teaching strategies • School community data literacies • Early Start • Use of OneSchool • Literacy Continua – focus on reading comprehension, aspects of writing • Australian Curriculum • Whole school moderation and planning process 	<ul style="list-style-type: none"> • Staff participated in a variety of PD's. The focus has been narrowed down in 2019 to continue the development of expert teaching teams.
Schedule time for planning of units and principal and teacher data conversations	<ul style="list-style-type: none"> • This has now become a priority in 2019 with planning days now an expected practice at the school in 2019.
Formalize co-plan co-teacher observation and feedback process within school and cross cluster	<ul style="list-style-type: none"> • In 2019 staff are working with the cluster to plan and moderate all tasks. • Formalised processes are now in place to ensure consistency.

Future outlook

Strategy – Utilize the inquiry cycle to analyse and use student data to explicitly teach with a narrow EIA in writing within the curriculum		
Actions	Targets	Timelines
Provide opportunities for staff to collaboratively analyse student data and apply an inquiry cycle process in writing. <ul style="list-style-type: none"> • Identify individual student strengths and areas for development. • Identify student targets and learning goals. • Identify reading and writing strategies to drive student improvement. • Ensure the Australian curriculum informs planning and teaching 	100% of students achieving at year level or above.	Semester 1 Semester 2
Implement individualised student learning plans in writing by applying an inquiry cycle process with a sharp and narrow focus. <ul style="list-style-type: none"> • Develop student folios for all students across all Key Learning/subject areas. • Regularly review individual student achievement utilizing a 2 week rotational process. • Regularly reviewing student learning targets and goals. • Implement individual case management processes if required. 	100% of students have individualised student learning plans.	Semester 1 Semester 2
Develop staff capability in data analysis to inform teaching and learning. Implement an Explicit Improvement Agenda with a sharp and narrow focus on writing. <ul style="list-style-type: none"> - Map student achievement using the Literacy Continuum. - Implement whole school process for monitoring student achievement of goals. - Collaboratively support staff implementing an inquiry cycle approach. 	100% of students work at or above age appropriate cluster level on the literacy continuum.	Semester 1 Semester 2

Strategy - building expert teaching team		
Building an expert teaching team with an EIA in writing.	100% of students achieving at year level or above.	Semester 1 Semester 2
Review school moderation processes to align with the Before, After, After and end model, including cluster processes.	100% of staff are able to clearly elaborate on the process and participate in the process.	Term 1 Term 2 Term 3 Term 4
Utilize the inquiry cycle to update and review the schools assessment schedule, School Pedagogical Framework and Curriculum plan.	100% staff participation in reviewing the process and ability to articulate the processes.	Term 1 Term 2 Term 3 Term 4
Collaborate with the community to review and modify the Responsible Behaviour Plan and establish a Positive Culture for Learning (PCL) with measurable outcomes. <ul style="list-style-type: none"> Level 1 PCL PD for staff and community Transparent processes that are reviewed regularly. Establish a PCL committee. Establish clear expectations and model processes for the students. Set clear expectations and review the school rules. Implementation of high expectations of learning. 	100% staff participation and training. All staff are required to utilize the ECM's. Data capture pre and post Term 1 implementation on the staff and student wellbeing. 100% staff approval of the process.	Term 1 Term 2 Term 3 Term 4
Provide professional development and coaching opportunities in <ul style="list-style-type: none"> Staff data literacies Positive Behaviour Program. Writing (Participation in the cluster collaborative writing project. Focussing on a book study and application of "The writing revolution") 	Improve student continuum data.	Term 1 Term 2 Term 3 Term 4
Ensure in-depth planning of units. Utilising backwards mapping and pre and post data to inform teaching.	100% staff satisfaction knowledge of Australian Curriculum and using student data to improve student achievement	Term 1 Term 2 Term 3 Term 4
Co-plan/co-teach observation and feedback process within school and across cluster.	100% staff satisfaction undertaking coaching and mentoring activities	Term 1 Term 2 Term 3 Term 4

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	19	12	9
Girls	10	6	4
Boys	9	6	5
Indigenous			
Enrolment continuity (Feb. – Nov.)	83%	100%	64%

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

Millaroo is a small rural community with most families associated with agricultural, grazing or mining work. As a result, the student body leads an active outdoor lifestyle. Students live on properties, in rural houses, on farms or within the township. There are no students with English as a second language or identified disability. Fifty percent of school-aged students are from families that have been in this area for generations. Families are generally of anglo-australian ethnicity and identify either as non-religious or of Christian backgrounds. Many families are represented in the Parents and Citizens Association.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	10	4
Year 4 – Year 6			5
Year 7 – Year 10			
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

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 in all subject areas
- 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)
- LOTE curriculum
- Evidence based programs used to support learner needs include PMAP, stars and cars, ELF and PAL
- The Queensland Preschool Guidelines are used to support kindy students and focus on areas such as connectedness, wellbeing, communication and identity
- Transition statement offered to those children moving from kindy to prep that summarises student characteristics

Co-curricular activities

- Tennis coaching
- Rugby league program
- Participation in the Festival of Arts
- Participation in the cluster days
- Coordination of cultural day
- Viva music program
- Adopt-a-cop program
- Interschool equestrian events
- A Day for Daniel
- Camp for years 3-6
- Camp for Years P-6

How information and communication technologies are used to assist learning

A variety of technologies are used at Millaroo State School to assist classroom teaching and learning as well as being used as a platform to access specialist teachers. Students have access to iPad's and wireless laptops. With these devices the students use programs such as PowerPoint, Word, Publisher and key internet programs such as reading eggs. Programs used on the iPad's include OSMO which targets coding skills.

The students use online classroom Blackboard Collaborate to access specialist teachers for LOTE (Japanese), year 3-6 science (s4 program) and IMPACT (extension program offered across various learning areas). Students connect in this virtual classroom to interact with students from other schools and build specific knowledge.

In each teaching space there is either an interactive whiteboard or data projector to assist learning. Students have access to digital cameras, colour printer, scanners and a digital microscope to support learning.

Social climate

Overview

In 2017 Millaroo State School implemented the Millaroo Marvels as a school wide approach for a safe supportive disciplined environment. These rules include match respect, make responsible choices, manage safety and maintain pride. The rules support a culture of inclusiveness, high expectations and personal accountability. They reflect a school community that does not tolerate bullying and encourages students, staff and community to achieve their best. Additionally, the school offered anti-bullying awareness day to students to combat bullying behaviours and to foster mindfulness. Staff committed to White Ribbon training to build capacity to promote a zero tolerance to violence in the school community. In 2017 Millaroo State School became an official white ribbon school. Millaroo State School is also a KidsMatter school that is committed to providing a safe, supportive and welcoming environment. The school has a strong focus on social emotional learning and positive behaviour learning. Our school enjoys the support of the local families from the Millaroo and Dalbeg communities. The school is moving towards becoming a PBL school.

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)	86%	100%	100%
• this is a good school (S2035)	86%	100%	100%
• their child likes being at this school* (S2001)	86%	100%	67%
• their child feels safe at this school* (S2002)	86%	100%	100%
• their child's learning needs are being met at this school* (S2003)	86%	100%	100%
• their child is making good progress at this school* (S2004)	86%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	86%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	67%
• teachers at this school motivate their child to learn* (S2007)	86%	100%	100%
• teachers at this school treat students fairly* (S2008)	86%	67%	67%
• they can talk to their child's teachers about their concerns* (S2009)	86%	100%	100%
• this school works with them to support their child's learning* (S2010)	86%	100%	100%
• this school takes parents' opinions seriously* (S2011)	86%	100%	67%
• student behaviour is well managed at this school* (S2012)	86%	67%	67%
• this school looks for ways to improve* (S2013)	86%	67%	100%
• this school is well maintained* (S2014)	86%	67%	67%

* 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)	100%	100%	60%
• they like being at their school* (S2036)	100%	86%	75%
• they feel safe at their school* (S2037)	92%	100%	80%
• their teachers motivate them to learn* (S2038)	100%	100%	60%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	100%	80%
• teachers treat students fairly at their school* (S2041)	69%	83%	60%
• they can talk to their teachers about their concerns* (S2042)	85%	100%	20%
• their school takes students' opinions seriously* (S2043)	100%	100%	20%
• student behaviour is well managed at their school* (S2044)	85%	100%	40%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	92%	100%	80%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	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%	75%
• 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%	88%
• students are treated fairly at their school (S2073)	100%	100%	75%
• student behaviour is well managed at their school (S2074)	100%	83%	63%
• staff are well supported at their school (S2075)	100%	100%	88%
• their school takes staff opinions seriously (S2076)	100%	100%	88%
• their school looks for ways to improve (S2077)	100%	100%	75%
• their school is well maintained (S2078)	100%	83%	88%
• 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 education programs

In 2018, Millaroo State School participated in White Ribbon training to become an accredited White Ribbon school. As a White Ribbon school Millaroo State School actively advocates against domestic violence. The white ribbon training was provided to staff to provide them with skills to identify disrespectful relationships between males and females. The training promoted openness and encouraged the school to advocate for safety in our community. Millaroo State School offers a safe place to seek help in the community, a centre for support and advice as well as a refuge for those affected. As a result the school has adopted a focus on gender equality and encourages the attitudes that men are not superior to women and power imbalance is unacceptable. At Millaroo State School non-judgmental, open and honest conversations are encouraged.

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	0	0	1
Long suspensions – 11 to 20 days	0	0	0
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

Millaroo State School actively engages in strategies to reduce our environmental footprint. The school is fitted with solar panels to reduce power consumption. Power consumption is also moderated by staff and student actions including turn off the lights when they are not being used, only using the air conditioner when needed and turning off all devices at the end of the day. Rainwater tanks are installed to reduce consumption of town water supply. Students are taught about sustainability, recycling procedures and cleaning staff are encouraged to recycle waste materials by using red and yellow bin systems.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	20,964	23,944	22,871
Water (kL)			

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.

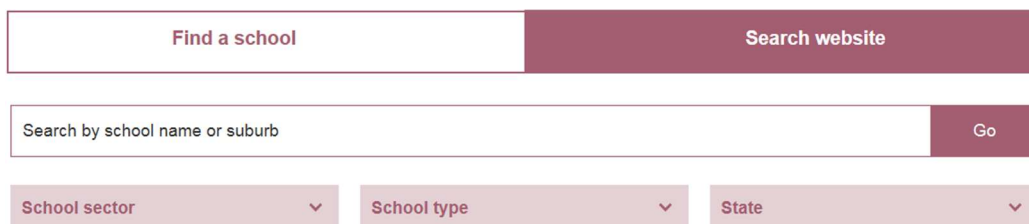
School funding

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.



The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Above the search bar are two buttons: "Find a school" and "Search website". Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

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



A rectangular button with the text "View School Profile" centered inside.

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



The screenshot shows a horizontal navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" option is highlighted with a dark background.

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	3	6	0
Full-time equivalents	2	2	0

*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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*	1	
Bachelor degree	2	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$2369.30

The major professional development initiatives are as follows:

- QASSP Flourish Program
- NAPA training
- Introducing Rural Kindergarten
- CPR training
- Literacy Solutions

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.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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 Primary schools was 92%.

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	94%	93%	91%
Attendance rate for Indigenous** students at this school			

* 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

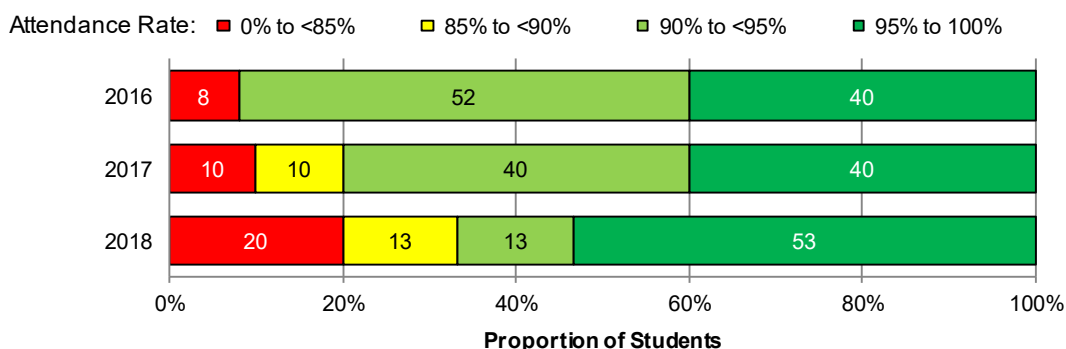
Year level	2016	2017	2018
Prep	97%	DW	93%
Year 1	89%	DW	DW
Year 2	93%	93%	DW
Year 3	89%		86%
Year 4	95%	DW	92%
Year 5	97%	92%	DW
Year 6	95%	DW	88%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

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.