



Milman State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Milman State School is a professional and caring learning community with a focus on continuous improvement in student outcomes. We believe that all students have the right to learn in a safe and supportive learning environment - within this environment all school community members treat each other with respect and take responsibility for their actions. We are committed to effective partnerships within and beyond the school community. Parents are valued as partners in their child's learning and supported through the provision of open communication and, opportunities for active participation and consultation.

School facilities offer a range of learning opportunities for all students across all curriculum areas. Our school is committed to engaging students in purposeful learning through the implementation of Explicit Instruction. There are high expectations for the success of all students with programs designed and delivered through a whole school pedagogy based on individual learning needs; informed by a range of data collection and analysis. Success is acknowledged and celebrated at all levels. All resources are allocated in pursuit of improved student outcomes; including extensive professional learning opportunities that ensure staff has the opportunity to collaborate, analyse student work and engage in contemporary teaching practice.

"Every child, learning every day"

Principal's Forward

Introduction

School Progress towards its goals in 2016

PRIORITY	PROGRESS
Successful Learners/School Performance	100% of staff participated in professional development session that increased their capacity to deliver the explicit teaching of reading comprehension. 100 % of staff participated in 5 weekly data collections and analysis The Milman Reading Crusader rewards program was implemented across the school.
Teaching Quality/Principal Leadership & Performance	Principal participated in leadership opportunities including work shadowing 100% staff participated in a review of the school rewards program 100% staff participated in coaching sessions to improve teaching practice
Local Decision Making	Parent participation in daily school life increased

Future Outlook

KEY PRIORITIES FOR 2017 INCLUDE;

Numeracy

- Review and embed a whole school Mathematics program aligned to the Australian curriculum.
 - Investigate a whole school higher order thinking program
 - Review and refine goal setting practices for mathematics to ensure that are a valued strategy to support students to monitor their own learning
 - Provide regular specific and timely feedback to students that makes clear what actions they need to make progress
 - Provide staff professional development including observation, coaching and feedback to develop a pedagogical approach to numeracy

Community Engagement

- Implement and embed Parent and Community Engagement Framework
- Review current Prep transition program
- Develop a range of communication strategies including social media to market and rebrand the school to the wider community

Staff Development

- Establish a formal feedback and coaching process to further develop the leadership capacity of staff

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	23	9	14		91%
2015*	24	10	14		50%
2016	7	4	3		100%

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

Our student population is drawn from long-term residents in a predominantly rural district. They have English speaking backgrounds and live in a relatively low socioeconomic district; the success of which is heavily influenced by weather conditions – including the recent drought.

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	14	24	7
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

Milman State School aims to equip students with the skills to be holistic life-long learners. Exposure to a range of cultural, sporting and academic activities that will improve student outcomes is a priority.

- Implementation of the English, Mathematics, Science Geography and History C2C units in a multi-age setting reflects the nationally mandated time requirements
- French for Year 6 and 7 students via teleconference
- Integration of information and learning technology through the use of interactive whiteboards plus lap tops in both classrooms
- Additional information and technology provision through the use of XO computers – one allocated per student



- Learning support provision within the classroom to aid differentiation of student learning
- Ongoing support of Advisory Visiting Teacher to ascertain how to address individual student needs

Co-curricular Activities

- Swimming lessons occur for all students in Term 4.
- Soccer lessons – provided by an external sporting body
- Milman Sports Carnival provides an annual opportunity for students to partake in athletics
- Marlborough District School Sports Day
- School Leadership opportunities: in the form of leading Weekly Parades and representing the school at key local events (e.g. ANZAC Day parade and ceremony)
- Curriculum based school excursions are planned each term
- Under Eights Day – ‘Romp in the Park’ with Central Queensland University
- End of Term Celebration Day – including a Rewards Parade to recognise positive behaviour and rates of student attendance

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are embedded in the curriculum with emphasis on Microsoft Word, PowerPoint and photography. The students gradually develop proficiency in word processing: Word, Excel, Publisher, and PowerPoint; using these to present assessment tasks. Students also undertake web based activities (including web quests), develop web based research skills and access The Learning Place for lesson content and activities. The ‘Mathletics’ program was maintained this year to supplement learning in Mathematics. In addition, ‘Reading Eggs’ and ‘Reading Eggspress’ are used to supplement the reading program.

Social Climate

Overview

Values at Milman State School are enacted through: "Learners and teachers working together to ensure that every day, in every classroom every student is learning, achieving and experiencing success."

The School Opinion Surveys highlight the fact that parents (100% of whom agree that their child feels safe) believe the students are catered for in a safe and caring environment. Our behaviour management program is fully supported by parents and staff. The program acknowledges and rewards all students who display positive work habits and responsible behaviour in and out of the classroom. It also reinforces the fact that sometimes we have to be aware of the consequences of our actions. Milman State School’s Responsible Behaviour Plan clearly outlines our response to bullying – it is not acceptable at our school. We annually celebrate National Bullying NO WAY! with the support of our P & C. This year senior students partook in a small school cluster webinar on Cyberbullying.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Milman to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful.

A Behaviour Matrix outlines the behavioural expectations within each of these areas. In 2015 & 2016 lessons were provided to explicitly teach the expectations.

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)	100%	100%	100%
this is a good school (S2035)	83%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
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)	86%	100%	100%
teachers at this school motivate their child to learn* (S2007)	86%	100%	100%
teachers at this school treat students fairly* (S2008)	86%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
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%	100%
student behaviour is well managed at this school* (S2012)	86%	100%	100%
this school looks for ways to improve* (S2013)	86%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	78%	86%	
they like being at their school* (S2036)	44%	71%	
they feel safe at their school* (S2037)	88%	100%	
their teachers motivate them to learn* (S2038)	78%	43%	
their teachers expect them to do their best* (S2039)	78%	83%	
their teachers provide them with useful feedback about their school work* (S2040)	100%	57%	
teachers treat students fairly at their school* (S2041)	78%	57%	
they can talk to their teachers about their concerns* (S2042)	75%	57%	
their school takes students' opinions seriously* (S2043)	56%	43%	
student behaviour is well managed at their school* (S2044)	78%	57%	
their school looks for ways to improve* (S2045)	89%	71%	
their school is well maintained* (S2046)	89%	83%	
their school gives them opportunities to do interesting things* (S2047)	78%	71%	

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%	83%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	33%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	67%	100%
student behaviour is well managed at their school (S2074)	100%	83%	100%
staff are well supported at their school (S2075)	100%	67%	100%
their school takes staff opinions seriously (S2076)	100%	83%	100%
their school looks for ways to improve (S2077)	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	83%	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

We appreciate the support and contributions of our community members. Open communication is the key to the partnership between the school and parents. We provide regular opportunities for parents to meet with staff members and to contribute to school activities. Teachers are proactive in informing and involving parents in the discussion of academic progress and student well-being. Parents are also welcome to join the formal structure of the Parents and Citizens' association.

BUILDING RELATIONSHIPS

We engage and inform the school community to maximize student outcomes through:

- Beginning of the Year Information sessions for parents
- Invitations to parents to attend special events:
- Annual Milman Sports Day
- Weekly newsletter; providing information through photographs and records of student achievements
- Regular updates on our school website www.milmanss.eq.edu.au/
- Weekly Parades
- Celebrations of Success: at the end of each term
- Annual presentation night
- Class displays
- Community Functions
- School Banking and Book Club are run by parents.
- Regular Parent – Teacher interviews: initiated both by staff and teachers
- Informative reporting of student progress every semester

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	2	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.

Environmental Footprint

Reducing the school's environmental footprint

Steps taken to reduce the school's environmental footprint include:

- Turning off lights, fans and air conditioners when not using a room
- Reusing paper as scrap so that both sides are used prior to recycling
- Recycling of paper and newspapers: these were collected daily by student monitors
- Recycling of aluminium cans - a crate is available as a community drop off point for recycling cans
- Mulching of gardens to reduce moisture loss

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	9,145	0



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	8,861	
2015-2016		

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

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	2	3	0
Full-time Equivalents	2	1	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	2
Diploma	0
Certificate	0

*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 \$5682

The major professional development initiatives are as follows:

Principal Leadership Development

Capacity building of the teaching of reading comprehension

Beginning teacher mentor program

Classroom Profiling

Jolly Grammar

Jolly Phonics

One School 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.	99%	96%	96%

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).	96%	95%	98%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW		

*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%.

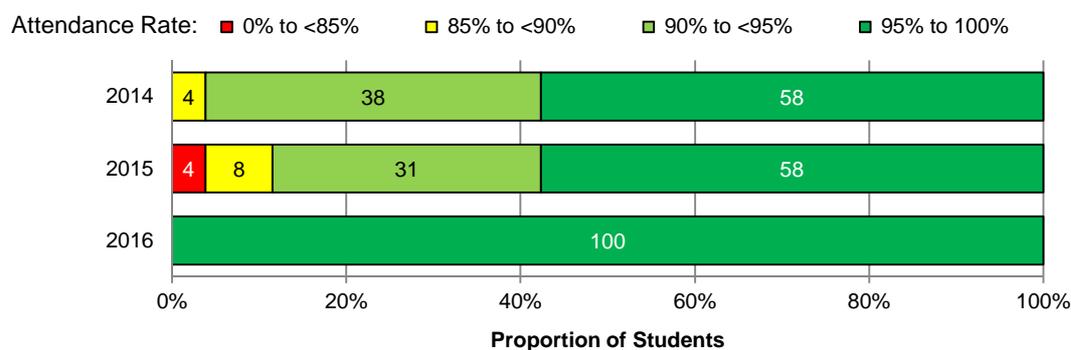
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	97%	95%	96%	DW	96%	94%	DW					
2015	93%	94%	96%		95%	DW	95%						
2016	97%	DW	99%	DW									

*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.

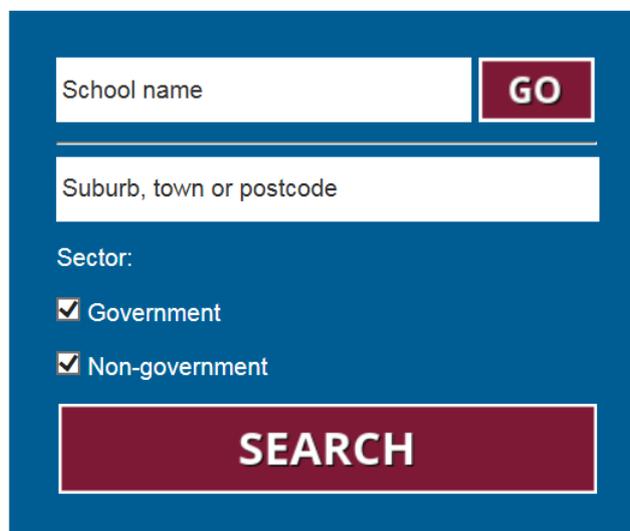
- Mark roll twice daily (morning and afternoon) to keep attendance records and monitor attendance and absenteeism
- Follow up unexplained absences or absences where an unsatisfactory reason is given - generally a phone call from the Principal
- Inform parents and students of their compulsory schooling and/or compulsory participation obligations and of the processes to be followed in relation to student absences
- Record all student absences in OneSchool
- Regular references in the school newsletter to the 'Every Day counts' information and data
- Weekly newsletter contains curriculum information so that parents are aware of the content and learning that their child has missed
- Contact District Office to report absence concerns
- When appropriate, contact the Department of Child Safety or Queensland Police to report an explained absence, or an absence for which an unsatisfactory explanation has been provided

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



School name

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.

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Conclusion

Milman State School is a professional and caring learning community with a focus on continuous improvement in student outcomes. We believe that all students have the right to learn in a safe and supportive learning environment—within this environment all school community members treat each other with respect and take responsibility for their actions. We are committed to effective partnerships within and beyond the school community. Parents are valued as partners in their child's learning and supported through the provision of open communication and ,opportunities for active participation and consultation.

