Principal’s foreword

Introduction

This report details the school structure and environment. It outlines key outcomes for the students of our school and professional development for our staff. Additionally, it provides data on the opinion of students, parents/caregivers and staff.

Millmerran State P-10 School is a small rural coeducational Prep to Year 10 school located in the township of Millmerran. Millmerran is located approximately 80km south-west of Toowoomba and services a population of just over 1000 people with a predominantly rural community producing timber, cereal crops, cotton, vegetables, sheep, cattle, pigs and poultry. Our school caters for a wide range of students from Prep to Year 10 by providing varied learning opportunities within our curriculum. Every student in every phase of learning receives a personalised approach that responds to their individual needs.

Our motto to “live honestly” is reflected across the school in all areas, including the use of our 4B’s – Be Safe, Be a Learner, Be Responsible and Be Respectful. We foster positive behaviour and contributions, and reward students for making good choices in our weekly Primary & Secondary Parades, Ripper Student Awards and Ripper Days and excursions.

A very strong, supportive school community exists which combines the efforts of all stakeholders working together towards the goal of excellence in education. Our students have the opportunity to explore career pathways through work experience, TAFE courses and school based apprenticeships and traineeships. Our school encourages parent and community involvement from our strong band of volunteer helpers through to our involvement in community based projects such as the Community Anzac Service.

The school has benefitted from the Building Education Revolution program with a new hall and library, including an upgraded wireless network and access to two designated computer labs, along with access to a computer area in the new library. Students have access to our attractive schools grounds, with a well-kept sports oval, cricket pitch, practice wickets and a variety of play areas for specific age groups.

We value helping both our students and fantastic staff to achieve their own personal bests in education. We are big enough to provide many great opportunities for our students, but small enough to provide a caring, family style environment.
School progress towards its goals in 2011

School goals progressed in 2011:

- Focus on literacy – reading comprehension – explicit teaching of QAR reading comprehension method across school
- First Steps In Reading Professional Development completed with primary staff
- NAPLAN Action Plan – dedicated NAPLAN preparation
- Attendance Policy Review
- Readiness for implementation of Australian Curriculum
- Staff development and induction – focus on quality teaching and diversity in pedagogy
- Support for our range of diverse learners (including SWD, ESL and G&T)

Future outlook

Key school planning priorities include:

- Continued focus on improving student performance in reading comprehension
- Continued focus on improving student performance in NAPLAN – with a key focus on improving the percentage of students achieving results in the upper two bands
- Focus on attendance – rewarding students who maintain attendance at or above 90%
- Enhancement of School Support Services and Referral procedures
- Preparation for and implementation of Australian Curriculum
- Professional Development of staff
- ICTs in learning – including trial of 1:1 laptop program
- Continue to develop ways of recognising students for their positive contributions to the school
Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**
Year levels offered: **Prep - Year 10**
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>324</td>
<td>162</td>
<td>162</td>
<td>86%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Our students come from both rural and urban backgrounds. Our school caters for a range of diverse learners, including students with learning difficulties, students with disabilities, students with English as their Second Language, students identified as gifted and talented, and students who identify as indigenous. We have a supportive and caring student body, with student leaders in both the primary and secondary sections.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.2</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>18.6</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>18.7</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>24</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings
Drama
Art
Music
Alternate program for students exempted from LOTE
Neurosensory Program – Year 1

Extra curricula activities
Highly regarded school instrumental music program, including performances at school and community events
Arts G&T Day
Science G & T Day
Technology G & T Day
USQ Science And Engineering Challenge Team
Led Steer Cattle Team
Range of Sporting Activities
Peer Mentor Roles
Student Council
After School Sporting Program

How Information and Communication Technologies are used to assist learning
Integrated across all curriculum areas
1:1 Laptop Program
Use of Nintendo Wii for students with learning difficulties
Use of assistive technology for students with learning difficulties
Use of Ed Studio, Blogs and interactive learning objects
In 2011, the majority of teaching staff obtained their ICT certificates.

Social climate

Our school is a friendly and supportive community where students, parents and staff work together to ensure the best outcomes for all. Our school has a pastoral care program which is focused on adolescent developmental needs, and a strong emphasis on our 4B’s. Students are encouraged to become involved in a range of school and community initiatives, and are offered opportunities to fulfil student leadership roles within both the primary and secondary year levels.

The school vision is to achieve the best outcomes for all students while continuing to foster the ideas of the school motto to “live honestly.” There is strong volunteer and community support for our school, and parents/carers are encouraged to participate in daily school life.
Our school at a glance

Parent, student and teacher satisfaction with the school

Our school is fortunate to have strong parent and community support. We have forged strong links with our local community and highly value the local knowledge, information sharing and support given to us from local businesses, families and organisations.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>74%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>61%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>78%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Communication between home and school is of paramount importance. We value the input of parents and guardians, and enjoy sharing a range of special events, along with every day schooling events with our local community. These include:

- Weekly newsletter which includes class updates
- Early years classrooms use a Keep In Touch (KIT) book to develop strong communication channels between home and school.
- School Website
- Excursions/ Volunteering
- Parent/Teacher Interviews
- School Fete, School Concert, Presentation Evening, Open Days
- Weekly primary parade and Whole School Parades
- Parent Information Sessions
- Positive Postcards
Reducing the school’s environmental footprint

Data is sourced from the school’s annual utilities return and is reliant on the accuracy of these returns.

Given the addition of two new buildings to the school, the school’s electricity and water usage have risen. A conscious effort to conserve both electricity and water usage for 2012 is underway. The school works in partnership with Landcare Australia.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>119,679</td>
<td>2,105</td>
</tr>
<tr>
<td>2010</td>
<td>81,554</td>
<td>1,889</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>47%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>27</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>23</td>
<td>11</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- Doctorate: 0
- Masters: 2
- Bachelor degree: 22
- Diploma: 3
- Certificate: 0
## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $12,152.08. The major professional development initiatives are as follows:

- **Literacy**
- **First Steps in Reading**
- **ICT**
- **Pedagogical Practice**
- **Early Years**
- **Australian Curriculum**

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

### 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 2011 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/](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

#### Search by school name

Type in the name of the school you wish to view, and select **<GO>**.  Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting **School finances** in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92%</td>
<td>87%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>88%</td>
<td>88%</td>
<td>89%</td>
<td>84%</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice per day in primary, and also in every class in secondary. Parents and caregivers are informed of absences via phone calls and letters.

A proactive strategy to improve attendance is being trialled, including the provision of prizes for students who maintain attendance above 90% each term.

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.
Performance of our students

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/](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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Achievement – Closing the Gap**

The school has a small indigenous student population. There is a 7% difference in attendance between indigenous and non-indigenous students.