Miles State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	PO Box 63 Miles 4415
Phone	(07) 4628 0333
Fax	(07) 4627 2219
Email	principal@milesss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Principal - Steve Bennett

School overview

Miles State School has been proudly serving the community of Miles since 1880. Here, students feel success, have positive self image and confidently master new skills. Our Prep to Year 6 curriculum is being delivered as per the Australian Curriculum for English, Mathematics, Science and History. The Queensland Curriculum is the foundation for the remaining subject areas which will be gradually replaced by the Australian Curriculum. This is augmented with Gifted and Talented, Early Intervention strategies and Learning and Special Needs Support. Classroom teaching programs are balanced and innovative without losing sight of the basics – Reading, English and Mathematics. Our school is active in the community participating in Anzac Day, eisteddfod competitions (choirs, individual singing and instrumental music) and local sporting competitions, which has seen many of our students represent the Miles District, SW Qld Region and QLD in a number of sports. Our Chaplain addresses the religious, spiritual and/or ethical needs of students. The value of the parental role in education is well recognised at Miles. Parents are encouraged to become actively involved in the school, with our vibrant Parents and Citizens Association fostering cohesion within the school community and providing the advice and additional resources critical to our success.

School progress towards its goals in 2018

Our key priorities for 2018 were improving student outcomes for Reading and Writing.
Our targets were:
- Teaching of Writing- To improve student A-C and percentage of students in the U2B of NAPLAN by engaging in a cycle of Inquiry and Capacity Building of teaching Writing at Miles State School.
- Improve the teaching of reading and achievement of current students throughout 2018 by staff regularly monitoring student performance and implementing targeted and intentional strategies for individual students not yet on track to achieve benchmark.
- Improve access of students identified as having Speech Language Difficulties to programs and therapy sessions via regional support and therapy sessions via Heath-e-Regions Project.
- Engage with stakeholders in the Miles Community in order to improve outcomes and transition processes for students on entry to prep. Support local initiatives for children aged 0-8 year old.

We have made significant progress across the course of 2018 concerning the above-mentioned targets.

The Literacy Committee have invested considerable time and effort in reviewing the writing framework and aligning the Miles State School Literacy Framework with the Australian Curriculum and ensuring there is consistency in our delivery across the school. Regional Department staff are currently reviewing this to ensure it is valid as a rigorous plan.

We continue to prioritise reading across our school with intentional staffing and resourcing decisions. The before school reading is complimented by the ongoing support of families who assist with children reading to an adult each morning before being allowed out to play. Reading homework in non-negotiable with an expectation that students from Prep-6 will complete 15 min of reading each day. Teachers monitor this process so that students can achieve the required 85% in order to be eligible to participate in end of term celebration activities.

We have invested time and human resources in supporting children 0-8 years of age. We have done this through a number of different initiatives including:
- Supporting community members to re-establish Murilla Playgroup
- Establishing Miles Early Educators Team (MEET) which consists of stakeholders within our community with a shared interest in young children in the Miles area
- Reviewing transition to school processes on entry to Prep
- Investing in release time for teachers to review Early Start Data collection and Age Appropriate Pedagogy

Future outlook

Our key priorities for 2019 were improving student outcomes for Reading and Writing.

Our targets were:

- Analyse current programs, pedagogy and practices of teaching Science. Develop and review current Science curriculum documents and update Miles State School Science Framework.
- Improve the teaching of reading and the achievement of current students throughout 2019.
- Improve the teaching of Writing and improve the achievement of current students throughout 2019.
- Improve access of students identified as having Speech Language Difficulties to programs delivered by the school
- Increase the level of school readiness for children aged 0-5 years by establishing community partnerships that will enrich transition to school programs with a specific focus oral language and reading

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Early Childhood - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	223	211	214
Girls	114	103	104
Boys	109	108	110
Indigenous	33	41	40
Enrolment continuity (Feb. – Nov.)	94%	87%	90%

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

Miles State School is a relatively complex Band 7 State School with student enrolment from Prep to Year 6. In 2018 we had single year classes in Prep and Year 3 with the remaining classes being multi-aged. The school is characterised by students from a variety of family backgrounds including farming and agriculture, mining and industry, trades, professional vocations and local government jobs. The school's diversity is also evident in the range of social, economic and cultural aspects, which result in a wide range of attitudes towards school and expectations towards education.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	20
Year 4 – Year 6	26	23	23
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

At Miles State School, we focus primarily on the areas of Literacy, Numeracy and Science in which we embed the content of the Australian Curriculum. As a result of recommendations that came out of the School Review in Term 4 - 2016, HASS has been taught Prep-Year 6 in 2017 and beyond. The development of reading and comprehension is reflective across curriculum areas as a basis for all learning.

Teachers at Miles State School use effective pedagogical practices that promote deep understanding of core concepts and skills in English and Maths develop a connectedness to the world and enhance the wellbeing of students with acknowledgement and support for student difference through quality inclusive practices.

Our pedagogy is organised around the use the Darling Downs South West Region is Lead Model for Explicit Instruction, closely linked and supported by our own research into Fleming's Effective Teaching Model. This pedagogical approach is braced by the implementation of the five inter-related components of the Dimensions of Teaching and Learning or DOTAL. Supporting these pedagogical tools is our use of and reflection on Archer and Hughes' '6 Underlying Principles of Effective Instruction' and '16 Elements of Explicit Teaching' (2011).

Programs implemented to support our pedagogy include:
☐ Year 3-6 Levelled Literacy Intervention Programs – Reading comprehension
☐ Speech Sound Pics – SSP – Prep - Year 3 – writing, reading, spelling
☐ Spelling Mastery Program
☐ SWIST Spelling
☐ SCORE – reading
☐ Mathletics
☐ Literacy Planet
☐ Reading Eggs - Prep
☐ ACER PAT testing

Students identified as requiring additional support or extension with learning, or through a verified disability (DDA) - have individual programs developed that cater for their needs and promote success through achievement.

Co-curricular activities

- Gifted and Talented Programs / opportunities
- Instrumental Music – Junior and Senior Bands
- Choirs – Junior, Senior, After School and Year 4 Boys
- School Excursions / Camps
- Positive Behaviour reward days
- Visiting programs – example – STEM initiatives
- Participation in Miles and District and South West sporting activities

How information and communication technologies are used to assist learning

Information and communication technology is integrated into all curriculum areas. All classrooms use electronic media to support the teaching and learning across the curriculum. The Experiential Learning Centre (ELC) allows classes' one to one access to computers for use in online learning, research and presentation activities.

Social climate

Overview

Miles State School shares a strong community bond with students, families and the wider Miles community to provide a safe and supportive environment for all students. We implement the 'Program Achieve' – 'You Can Do It' philosophy, which specifically teaches the Keys to Success - Persistence, Organisation, Confidence, Getting Along and Emotional Resilience. Each of these keys contains 'Habits of the Mind' which are taught to students in a structured, sequential framework.

Weekly GOTCHA tickets are given to students who portray behaviour reflective of these Keys to Success. The Responsible Behaviour Plan for Students reflects our school values and rules and underpins our behaviour management practices.

Through continued government funding support and the efforts of the Miles Cluster Chaplaincy Committee we have been able to retain a Chaplain to support students and teachers. We also have access to a Cluster Guidance Officer on a weekly basis. The social and emotional wellbeing of our students is supported through these positons and our access to health and visiting specialists.

Our school community is informed of school activities through our weekly newsletter, web page and P&C Facebook page. Parents are encouraged to become active members in the P&C and representatives from the staff, parent and community sector hold positions within our School Council.

The School Opinion Survey results in 2018 reflect staff, parent and student satisfaction with the school climate. Areas of concern are investigated, reflected upon and strategies implemented to increase satisfaction.

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)	100%	90%	92%
• this is a good school (S2035)	88%	87%	84%
• their child likes being at this school* (S2001)	100%	93%	88%
• their child feels safe at this school* (S2002)	94%	93%	88%
• their child's learning needs are being met at this school* (S2003)	94%	87%	84%
• their child is making good progress at this school* (S2004)	100%	87%	88%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	90%	87%
• teachers at this school motivate their child to learn* (S2007)	94%	87%	96%
• teachers at this school treat students fairly* (S2008)	76%	87%	83%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
• this school works with them to support their child's learning* (S2010)	94%	93%	88%
• this school takes parents' opinions seriously* (S2011)	88%	82%	79%
• student behaviour is well managed at this school* (S2012)	63%	60%	76%
• this school looks for ways to improve* (S2013)	94%	87%	88%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	88%	83%	88%

* 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)	95%	88%	90%
• they like being at their school* (S2036)	96%	91%	88%
• they feel safe at their school* (S2037)	97%	83%	90%
• their teachers motivate them to learn* (S2038)	96%	91%	90%
• their teachers expect them to do their best* (S2039)	99%	95%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	92%
• teachers treat students fairly at their school* (S2041)	88%	69%	87%
• they can talk to their teachers about their concerns* (S2042)	91%	88%	86%
• their school takes students' opinions seriously* (S2043)	90%	67%	81%
• student behaviour is well managed at their school* (S2044)	83%	51%	71%
• their school looks for ways to improve* (S2045)	97%	86%	93%
• their school is well maintained* (S2046)	97%	85%	87%
• their school gives them opportunities to do interesting things* (S2047)	94%	73%	86%

* 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%	95%	84%
• they feel that their school is a safe place in which to work (S2070)	100%	89%	92%
• they receive useful feedback about their work at their school (S2071)	89%	89%	68%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	60%	69%	82%
• students are encouraged to do their best at their school (S2072)	100%	100%	96%
• students are treated fairly at their school (S2073)	100%	89%	84%
• student behaviour is well managed at their school (S2074)	83%	79%	88%
• staff are well supported at their school (S2075)	83%	95%	72%
• their school takes staff opinions seriously (S2076)	89%	84%	64%
• their school looks for ways to improve (S2077)	100%	100%	80%
• their school is well maintained (S2078)	94%	94%	92%
• their school gives them opportunities to do interesting things (S2079)	94%	94%	88%

Percentage of school staff who agree[#] that:	2016	2017	2018

* 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

All parents are encouraged to make and keep contact with the school. The home and school both share a common purpose – the growth and development of the child. If that growth and effective education are to take place, continuous communication between home and school is necessary. We are fortunate to have many parent volunteers that help our school run effectively. Parent participation is supported through P&C and School Council representations. At these meetings school policy is reviewed, discussed and developed.

Parents are invited to participate in/attend school activities such as sporting events, class presentations, school assemblies, award assemblies, information evenings, class reading programs, tuckshop assistance and the school presentation evening. Two way, open communication between teachers and parents is supported through communication booklets, class letters, emails, phone calls, report cards and formal and informal meetings. Differentiation strategies and Individual Curriculum Plan development, progression and review are completed with parental knowledge and input.

The importance of community business houses and organisations' input into school matters is reflective of representation from these bodies within our School Council.

Our students also participate in community activities and excursions to supplement the curriculum, as well as activities within the community as reward initiatives within our behavioural program.

Plans are being developed for a school initiative to assist/inform parents of the support available within our community for young families to be delivered in 2019.

Respectful relationships education programs

The school has implemented programs that focus on appropriate, respectful and healthy relationships. Our programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

Positive relationships are promoted through our social/emotional programs, 'Program Achieve', 'Zones of Regulation and the delivery of the department endorsed 'Respectful Relationships'. Whereby students participate in lessons that support skill development and demonstrate positive behaviours. Through our weekly focused lessons students develop knowledge and skills to resolve conflict without violence. These ideals are also reinforced during organised lunchtime activities and assemblies.

The Miles State School Responsible Behaviour Plan is unpacked and explicitly taught to all students throughout the year focusing on ensuring students are supported to: Be Safe; Be Responsible; Be Respectful and Be a Learner.

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	17	35	6
Long suspensions – 11 to 20 days	0	5	0
Exclusions	0	1	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

In order to maintain a high quality learning environment, both our electricity and water needs have risen. Miles State School is very aware of the impact made by people on the environment. Environmental education forms a part of school curriculum programs. Actions to save water and electricity are put in place by staff and students. These efforts include water recycling through our water catchment system for our irrigation system, timed irrigation sessions, recycling tumbler in the eating area for food scraps and gardening waste to create mulch, energy efficient lighting where possible, reuse of paper for scrap purposes and we are a part of the school solar program. A set of drinking taps are also connected to a separate tank for drinking rain water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	99,855	100,506	71,827
Water (kL)	461	6,923	420

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.

Find a school	Search website

Search by school name or suburb	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 'Finances' and select the appropriate year to view the school financial information.

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

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	20	14	<5
Full-time equivalents	19	9	<5

*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
Doctorate	
Masters	2
Graduate Diploma etc.*	1
Bachelor degree	15
Diploma	1
Certificate	

*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 2018 were $10,056.75.

The major professional development initiatives are as follows:

Emotional Management for children with ASD	Communities of Practice- Early Years
Planning and accountability Workshops	AUSLAN Workshop
Corporate Services Training	Deslea Konza- The Big 6
Teaching Learning and Assessment- Disability	QOSE- Getting Started
AVT Vision Impaired Training	Beginning Teachers- Reading Conference
Cleaners Network Meetings	Teaching Reading Years 3-6
Cluster Moderation	WHS Training
Asbestos Training	State and Regional Meetings

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%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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	92%	89%	92%
Attendance rate for Indigenous** students at this school	91%	84%	88%

* 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	Year level	2016	2017	2018
Prep	93%	87%	91%	Year 7			
Year 1	92%	89%	89%	Year 8			
Year 2	94%	90%	93%	Year 9			
Year 3	94%	88%	92%	Year 10			
Year 4	90%	90%	92%	Year 11			
Year 5	91%	87%	93%	Year 12			
Year 6	93%	89%	93%				

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	11	15	30	44
2017	30	20	28	23
2018	14	16	31	39

Proportion of Students (0% to 100%)
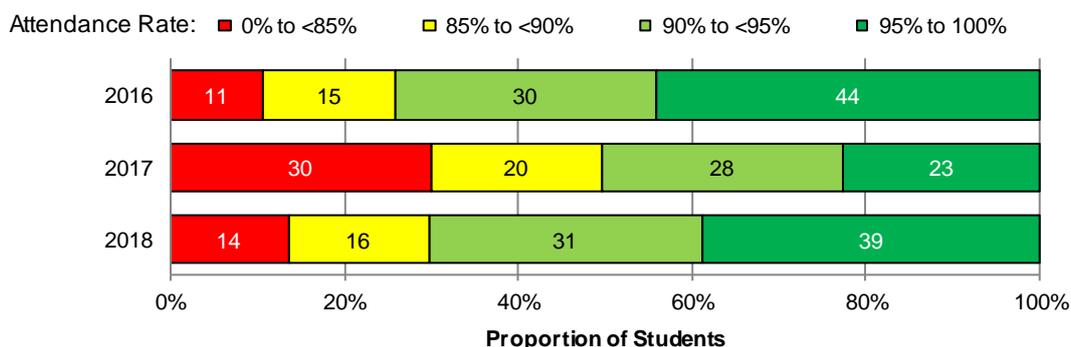
Description of how this school manages non-attendance

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.

At Miles State School rolls are marked electronically twice a day. Parents are required to notify the school of any absence by either phone, email or written note. Parents who fail to notify school of an absence receive a text message before 9:30am each day. The schools process for absences is explained at the time of enrolment. Students with 3 consecutive days of absences are contacted by the classroom teacher.

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

| Search by school name or suburb | 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.