



Miles 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

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 Queensland 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.

## Principal's Foreword

### Introduction

Miles State School is situated in the Western Downs Regional Council area, approximately four hours west of Brisbane. In 2016 the school catered for students from Prep to Year 6, with an average enrolment of 220 students, with 9 classroom teachers. Students from a variety of family backgrounds including farming and agriculture, mining and industry, trades, professional vocations, local government jobs and from unemployed family situations are enrolled at Miles State School.

The School Annual Report, produced each year in June, provides an analysis of the school performance over the previous calendar year. It provides information that allows reflection upon our progress towards our goals listed in the 2016 Annual Implementation Plan, results from the National Assessment Program (NAPLAN) and feedback from the annual School Opinion Survey. Also outlined is information about the school, students, programs, staff, performance and goals for the future.

Our school motto "Strive to Achieve" is reflective in our expectations, curriculum and pedagogy. A strong curriculum focus, based on literacy and numeracy, is featured across all year levels.

Miles State School Values:

- Building Capacity
- Sharing Expertise
- Creating Opportunities
- Caring for Community

## School Progress towards its goals in 2016

Our key priorities for 2016 were improving student **writing** and **problem solving skills**.

Our targets were:

- Every student will either
  - (a) achieve NAPLAN National Minimum Standard in Reading, Writing and Numeracy against their year level or
  - (b) have an Individual Curriculum Plan in place to address their specific learning needs;
- Improve NAPLAN benchmarks in the U2B in Reading, Writing and Numeracy through dedicated improvement strategies embedded within the curriculum.

To achieve these targets, we:

- Improved capability and capacity to deliver quality pedagogical practice to all students in the areas of Writing and Mathematics – Problem Solving;
- Reviewed our practices and developed a whole school approach to Writing and Numeracy/Problem Solving;
- Continued to implement a Levelled Literacy Intervention program to students below desired benchmarks in reading to build confidence and skills, through providing dedicated daily lessons facilitated by our Teacher Aides;
- Mentored teachers to collect and analyse short term data sets and use the information to differentiate learning to improve student learning outcomes and achievements and create Individual Curriculum Plans;
- Tracked student short term data on a Continua of Learning against the Australian Curriculum Content Descriptors and school developed "I Can" Statements;
- Continued to implement our school Pedagogical Framework which is reflective of Explicit Instruction (Archer & Hughes) allowing for consistency in practise and expectations across all year levels.

## Future Outlook

The Miles State School Implementation Plan for 2017 highlights the following key priorities:

### Improvement Priority 1. Explicit Improvement Agenda

Targets			
Teaching of Numeracy- To improve student A-C and % of students in the U2B of NAPLAN by engaging in a cycle of Analysis, Development, Documentation and Capacity Building of teaching Numeracy at MSS			
<b>Strategy:</b>	Teaching of Numeracy- Analyse and discuss current practices and trends for Numeracy at Miles Sate School.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Teaching of Numeracy- Engage with the Leading Learning Project (Lynn Sharratt) to further develop School-wide Collective understanding to improve student outcomes in Numeracy.	Ongoing	Erin Barkle, Steven Bennett	
<b>Strategy:</b>	Teaching of Numeracy- Develop and Document Miles State School's curriculum approach to the teaching of Numeracy.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Teaching of Numeracy- Ensure consistent development, documentation and delivery of school-wide approach to teaching of Numeracy including provision for levelled, open-ended, multistep questions.	Ongoing	Erin Barkle, Steven Bennett	
<b>Strategy:</b>	Teaching of Numeracy- Develop and Document Miles State School's pedagogical approach to the teaching of Numeracy.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Teaching of Numeracy- Using open ended questions (including parallel questions that are multi-step) to develop deep learning and check for student understanding.	Ongoing	Erin Barkle, Steven Bennett, Nicole McTigue	
Teaching of Numeracy- Improve teacher capability to improve student outcomes and shift student disposition to Numeracy through the use of quality questioning.	Ongoing	Erin Barkle, Steven Bennett, Nicole McTigue	
Teaching of Numeracy- Implement diagnostic questions (levelled questions including open ended) to verify student needs on predicted learning ladder and evidence of learning for next step.	Ongoing	Erin Barkle, Steven Bennett, Nicole McTigue	

## Improvement Priority 2. Teaching and Learning

Targets		
Teaching and Learning- 100% of Teachers using Explicit Instruction Pedagogical Framework		
Teaching and Learning- 100% of Teachers involved in Coaching /Feedback Cycles		
Teaching and Learning- 100% of Teachers involved in Case Management Meetings		
Teaching and Learning- Alignment of Annual Performance Development Plans/ Professional Development Plans and Schedules to the Miles State School Improvement Agenda		
<b>Strategy:</b>	Embed Explicit Instruction pedagogy to ensure consistent school-wide practices in all classrooms across all subject areas.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Teaching and Learning- Invest in Human Resources to increase the schools capacity to provide time for the purpose of developing understanding and capability regarding Explicit Instruction.	Ongoing	Erin Barkle, Steven Bennett, Jenny Little, Olivia Sallaway
<b>Strategy:</b>	Strengthen teacher confidence and capacity to understand and master the elements of Explicit Instruction, reflect on their own practice and provide feedback to peers.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Teaching and Learning- Engage all Staff in Coaching and Feedback cycles to further develop and increase Consistency of Practice of Explicit Instruction school-wide	Ongoing	Steven Bennett, Jenny Little
<b>Strategy:</b>	Align the coaching agenda with the professional performance review process.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Teaching and Learning- Align individual Annual Performance Plans/ Professional development Plans and Schedules to the Miles State School Improvement Agenda	Ongoing	Steven Bennett, Jenny Little
<b>Strategy:</b>	Develop a collective understanding of the purpose and structure of Case Management Meetings.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Teaching and Learning- Develop collective understanding as to the purpose and intent of Case Management Meetings and ensure all staff are actively involved	Ongoing	Erin Barkle, Steven Bennett
<b>Strategy:</b>	Invest in additional student support to cater to individual student needs	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
Teaching and Learning- Continue to engage with Speech Telehealth services for 7 students per Semester and purchase additional Speech Pathologist allocation to further increase school capacity	Ongoing	Steven Bennett, Sue Purs
Teaching and Learning- Invest in additional support, (teacher and teacher aide time), for students who have Individual Curriculum Plans	Ongoing	Steven Bennett, Nadine Myers, Sue Purs
Teaching and Learning- Invest in additional support for students who have concerns relating to Mental health, well-being or behaviour	Ongoing	Steven Bennett, Sue Purs

## Improvement Priority 3. School and Community Partnerships

<b>Strategy:</b>	Regularly Communicate attendance trends and ensure clear understanding of Miles State School processes regarding student absence.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
School and Community Partnerships- Provide regular communication to the wider School community around current attendance trends/ processes and promote benefits of regular attendance	Ongoing	Steven Bennett
<b>Strategy:</b>	Develop opportunities for Early Childhood Service Providers and the wider Community with children aged 0-5 to engage in activities such as information sessions, under 8's learning expo's and multi-agency networks with Miles State School.	
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>
School and Community Partnerships- Provide additional opportunities to develop links to Early Childhood Service Providers and families with children aged 0-5 years to assist transition to school	Ongoing	Steven Bennett, Penny Donaldson, Jo Slater

## Improvement Priority 4. School Improvement Process

<b>Strategy:</b>	Review Responsible Behaviour Plan for Students.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Form Behaviour Committee to review the current Responsible Behaviour Plan for Students.	Term 1	Karlene Atcheler, Steven Bennett, Nicole McTigue, Laura Neuendorff, Toni Presnell	
Engage experts from the Denise Kable Centre to assist Miles SS in the development of effective plans and policies.	Ongoing	Karlene Atcheler, Steven Bennett, Nicole McTigue, Laura Neuendorff, Toni Presnell	
<b>Strategy:</b>	Review and Respond to Internal Audit Requirements.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Conduct Review of our progress in response to recommendations made through the audit process.	Ongoing	Steven Bennett	
<b>Strategy:</b>	Develop the School Infrastructure Plan in consultation with Regional Facilities Team.		
<b>Actions</b>	<b>Timeline</b>	<b>Responsible Officer(s)</b>	
Develop a School Infrastructure Plan in consultation with Regional Facilities Team.	Ongoing	Steven Bennett	

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Early Childhood - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	220	107	113	15	93%
<b>2015*</b>	201	100	101	21	95%
<b>2016</b>	223	114	109	33	94%

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

Miles State School is a relatively complex Band 7 State School with student enrolment from Prep to Year 6. In 2016 we had single year classes in Prep and Year 6, the remaining classes were 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 results in a wide range of attitudes towards school and expectations towards education.

### 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	24	25	24
Year 4 – Year 7	25	24	26
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

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 Geography and History will be taught Prep-Year 6 in 2017. 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 of the Darling Downs South West Region's 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:

- P-6 Speech Support Programs
- Support A Talker
- 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
- EMMS / JEMMS numeracy

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

### Extra curricula activities

- Gifted and Talented Programs and Camps
- Instrumental Music – Junior and Senior Bands
- Choirs – Junior, Senior, After School and Yr 4 Boys
- Online learning programs facilitated by the School of Distance Education focusing on literacy and numeracy development – BOOSTER Writing and BOOSTER Numeracy

- School Excursions
- 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 have interactive whiteboards for use across all learning areas. 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 positions 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 2016 reflect staff, parent and student satisfaction with the school climate. Areas of concern were investigated, reflected upon and strategies implemented to increase satisfaction.

### 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%	95%	100%
this is a good school (S2035)	94%	100%	88%
their child likes being at this school* (S2001)	94%	95%	100%
their child feels safe at this school* (S2002)	100%	95%	94%
their child's learning needs are being met at this school* (S2003)	100%	95%	94%
their child is making good progress at this school* (S2004)	94%	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	89%	94%
teachers at this school motivate their child to learn* (S2007)	100%	90%	94%
teachers at this school treat students fairly* (S2008)	94%	90%	76%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	94%	100%	94%
this school takes parents' opinions seriously* (S2011)	100%	95%	88%
student behaviour is well managed at this school* (S2012)	100%	95%	63%
this school looks for ways to improve* (S2013)	100%	100%	94%
this school is well maintained* (S2014)	100%	100%	88%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	96%	95%
they like being at their school* (S2036)	97%	92%	96%
they feel safe at their school* (S2037)	97%	96%	97%
their teachers motivate them to learn* (S2038)	99%	99%	96%
their teachers expect them to do their best* (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	100%	92%	94%
teachers treat students fairly at their school* (S2041)	97%	92%	88%
they can talk to their teachers about their concerns* (S2042)	99%	92%	91%
their school takes students' opinions seriously* (S2043)	97%	96%	90%
student behaviour is well managed at their school* (S2044)	99%	87%	83%
their school looks for ways to improve* (S2045)	97%	97%	97%
their school is well maintained* (S2046)	100%	94%	97%
their school gives them opportunities to do interesting things* (S2047)	99%	93%	94%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> 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)	91%	94%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	89%	60%
students are encouraged to do their best at their school (S2072)	95%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	95%	100%	83%
staff are well supported at their school (S2075)	100%	94%	83%
their school takes staff opinions seriously (S2076)	100%	94%	89%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	95%	94%	94%
their school gives them opportunities to do interesting things (S2079)	100%	94%	94%

\* 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 2017.

## Respectful relationships programs

The school has developed and 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 health units and social/emotional program, 'Program Achieve' 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

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	7	3	17
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

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	90,387	583
2014-2015	97,100	729
2015-2016	99,855	461

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	18	12	0
Full-time Equivalent	16	9	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	15
Diploma	1
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 was **\$16,468.44**

The major professional development initiatives are as follows:

<ul style="list-style-type: none"> <li>Wiring Brains Workshop - SSP (5 x teachers, 2 x Teacher Aides)</li> <li>School Business Manager Meeting (1 x Admin)</li> <li>Regional GO PD x 2</li> <li>Leading High Performance Team (Admin)</li> <li>Chillax Training Workshop (2 x Teachers)</li> <li>MAAD Workshops (2 x Teachers)</li> <li>Problem Solving</li> <li>Creating Successful Writers PD (2 x Teachers)</li> <li>Gifted and Talented Conference (1 x Teacher)</li> <li>P-10 Curriculum Roadshow (1 x Teacher)</li> </ul>	<ul style="list-style-type: none"> <li>Seven Steps to Writing (1 x Teacher)</li> <li>App Guide to Emotions &amp; Autism (3 x Teacher &amp; 1 x Teacher Aide)</li> <li>Anita Archer Module 6 (6 x Teachers)</li> <li>Distressed and Deliberately Defiant (GO)</li> <li>School Officers PD (Grounds Person)</li> <li>Cert III Parks and Gardens (Grounds Person)</li> <li>Cleaners Training</li> <li>Corporate Services Training (Admin)</li> <li>Building Dynamic School Councils (2 x School Council)</li> </ul>
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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.	98%	98%	98%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### 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).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	92%	91%

\*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%.

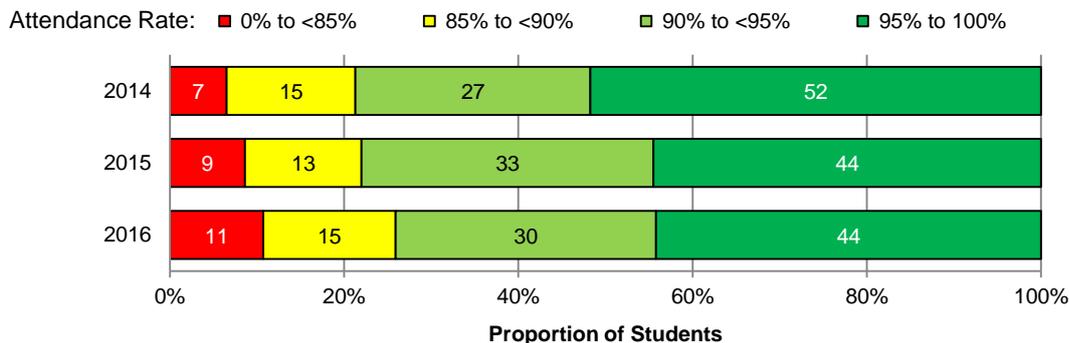
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	94%	91%	94%	94%	95%	94%	94%					
2015	93%	93%	93%	92%	94%	93%	95%						
2016	93%	92%	94%	94%	90%	91%	93%						

\*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.

At Miles State School rolls are marked electronically twice a day. Parents are required to notify the school of any absence either by phone, email or written note. Parents who fail to notify the school of an absence receive a text message before 9:30am each day. The school's process for absences is explained at enrolment. Students with 3 days of unexplained absences are referred to administration for follow up. Unexplained absences are checked regularly and letters are sent to parents asking for clarification for the specific dates.

Information regarding attendance, targets and statistics and key messages are given within the school's newsletter. The class with the highest attendance each week are presented a trophy on assembly and the class teacher receives additional ½ hour of non-contact and students work with the Principal.

## 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

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.