Principal’s foreword

Introduction

This report contains a snapshot of the 2011 school year and presents information about the students’ NAPLAN performance, the social climate of the school, staff professional development initiatives, etc. The report as well as being accessed through our school website, can be requested as a hardcopy from our school office.

Mirani State School is a growing school of over 300 students which is situated 30km west of Mackay in the Pioneer Valley. The school catchment incorporates the Mirani township and the surrounding rural area. The majority of families are involved in sugar cane, rural, service and mining associated industries.

At Mirani State School, we aim to enhance learning outcomes for all students using a wide variety of effective teaching and learning practices. The school motto, Living is Learning, is central to the values and beliefs held by the school community.

School progress towards its goals in 2011

English Focus – Whole School Reading & Comprehension Levels targetted through School Improvement Plan.

Professional Development – Signicant Professional Development toward Australian Curriculum and Curriculum Into Classroom (C2C).
Human Relationships Education (HRE) – Application to National Chaplaincy Scheme through Social Justice committee.

Facilities: a) Facilities – Completion of the BER, NSP & SSS projects is anticipated for mid 2012.

   b) Resources – Significant resource expenditure budgeted for throughout 2011/2012 with each block to have interactive whiteboard capacity, C2C related resources particularly for English and Science and 24 computers for the Technology Room.

Future outlook

Key priorities for 2012:

- Reading Comprehension levels
- Australian Curriculum
- Internal Monitoring and Differentiation
- Resources (ICT, C2C, Reading, HR)
- Professional Development (Australian Curriculum, C2C, School Improvement)
- Management Structures aligned to a medium school
- Explicit Instruction pedagogy
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
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>309</td>
<td>148</td>
<td>161</td>
<td>94%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Mirani SS has a reasonably conventional cross-section of students represented (e.g. Indigenous, Students With Disabilities, Gifted & Talented, Learning Support, etc) with no group exceptionally under or over represented. The student population is growing and is mostly stable, however an increase in interstate enrolments has occurred in the past 12 months with an increase in the mining sector demographic.

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>21.5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.7</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>N/A</td>
</tr>
<tr>
<td>All Classes</td>
<td>24.1</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>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</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

Australian Curriculum – English, Mathematics & Science and QCAR Essentials supported by C2C, Early Years Curriculum, KLA Scope & Sequence and Mirani SS Whole School English & Mathematics programs.

Other school programs (E.g. ICT, Early & Middle Phase, Learning Support, Extension)

Curriculum is organised under the banner of the Five Citizens:

- Democratic
- Creative
- Eco
- Healthy
- Informed

Extra curricula activities

Term Focus & Special days – science, problem solving, Harmony Day, Book Week, etc

Kickstart to Literacy for Year 7 students (Mirani SHS); REA (ICT /Science extension for Year 7 with Mirani SHS); School Band, Choir (Junior & Senior) and Instrumental Music Program; School Camp/Excursion incorporating Sydney/Canberra for Year 6/7;

Interschool and after school sports and representative pathways; Central Queensland Regional Shield; ICT Program; Pioneer Valley Cluster competions such as Mathematics, Public Speaking; Lunchtime Clubs (Sports, radio, media, art & craft, garden); SHOW (Students Hands on Work) a community based program where students work weekly with a mentor to complete activities in areas of interest such as wood work, triathlon, catering, drama, Environmental Plot, etc.

How Information and Communication Technologies are used to assist learning

ICTs are embedded in all Mirani SS curriculum and programs and are a tool to assist the Teaching Leanring process.

In addition Mirani SS engages an ICT Teacher to support classroom teachers and students with this integration and the implemenbtation of the Pioneer Valley ICT program.

Extension programs such as Media Club SHOW and Robotics are available to students to pursue interest and extension in ICTs.

Staff now utilize Sharepoint for daily communication, OneSchool for planning and assessment.
Social climate

The positive social climate at Mirani State School directly stems from the school’s overarching rules, Here to LEARN, Here to be SAFE and Here to have FUN. Students and staff work together and demonstrate respect and tolerance towards each other. Mirani State School has applied a zero tolerance approach to bullying, it has no place under our 3 overarching school rules – LEARN, SAFE, FUN!

This is evident in the School Opinion Survey where a very high percentage of students and parents feel that the school is a safe and fair place for everyone.

Our social justice committee meets regularly to ensure all students are monitored and support is provided to those in need or at risk.

In previous years Mirani SS has been unable to secure funding for a School Chaplain; however we have just been notified that our recent application has been successful for 2012.

Parent, student and teacher satisfaction with the school

Mirani State School operates under its all-encompassing rules/ethos of LEARN, SAFE, FUN. Data reflects a very high level of satisfaction by all stakeholders with regard to the school culture and climate. Many visitors to our school comment on the positive and friendly feeling displayed by our students & staff and evident throughout the school.

<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>82%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>97%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>62%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>98%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Our school at a glance

Involving parents in their child’s education

Parents are involved in their child’s education at Mirani State School through direct participation in classroom and school activities and other community partnerships. Parents are involved in assisting with programs across all Key Learning Areas for example reading, mathematics and art activities. They also contribute to key sporting events and partnerships such as Kickstart to Literacy, SHOW, Environmental Plot and REA Engineering. Many of our parents also assist with camps and excursions. Classrooms often invite parent/caregivers to celebrate student achievement with culminating activities. A strong relationship with our active P&C has increased parental participation through our newly formed tuckshop, uniform shop and community evenings. Mirani State School formally acknowledges all volunteers with our annual Twilight Thankyou each November.

Reducing the school’s environmental footprint

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

Mirani SS has developed and implemented a SEMP (School Environmental Management Plan) implementing whole school practices such as recycling, ‘nude food’ and energy guidelines (student monitored). Efficiencies have been noted in usage however due to growth and increased facilities overall usage may increase.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>105,508</td>
<td>1,828</td>
</tr>
<tr>
<td>2010</td>
<td>106,605</td>
<td>3,098</td>
</tr>
<tr>
<td>% change</td>
<td>-1%</td>
<td>-41%</td>
</tr>
<tr>
<td>10 - 11</td>
<td></td>
<td></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>19</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>17</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>13</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $13,285. The major professional development initiatives are as follows:
- Australian Curriculum and C2C
- Reading Comprehension
- Science (Science Spark)

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 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% 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/

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

Search by suburb, town or postcode

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>^1. 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.
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>89%</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
</tr>
</tbody>
</table>

### Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Graph](image)

### 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.

Student Rolls are marked twice daily (am / pm) by class teachers. Weekly Student Absence note is sent home. Parents / Caregivers are provided with a separate phone line for recording student absence. Teachers report any absences of 3 consecutive days to Administration for Principal to follow up.
Performance of our students

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.

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.

![Find a school](image)

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

During 2011 the attendance rate of Indigenous students (91.7%) was above that of Non-Indigenous students. The GAP between Indigenous & Non-Indigenous student performance, based on Year 3 Means (2010 to 2011 NAPLAN), at Mirani State School was reduced in Reading and Writing. With Numeracy, the Indigenous mean was above Non-Indigenous students at the All Students State mean.