Mirani State School

ANNUAL REPORT
2017

Queensland State School Reporting

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Contact Information

Postal address:	PO Box 30 Mirani 4754
Phone:	(07) 4966 7333
Fax:	(07) 4966 7300
Email:	principal@miraniss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Mr Bruce Torrens (Principal)

School Overview

Mirani State School is situated in the rural community of Mirani, 30 kilometres west of Mackay in the Pioneer Valley. The school has an enrolment of approximately 340 students. Students at Mirani State School enjoy learning across all of the Key Learning Areas with a focus on literacy and numeracy. We aim to enhance learning outcomes for all students using a wide variety of effective teaching and learning practices. At Mirani State School we believe every child can improve and succeed. The students participate in academic extra-curricular activities such as the McDonalds Maths competition, the Pioneer Valley Mathematics, Public Speaking & Genral Knowledge competitions, an Extension program, Digital Technologies and a Robotics program. Culturally the children engage in Choirs (Junior & Senior), Rock Pop Mime, term discos, a graduated school camp schedule, community events such as Anzac Day, an exceptional Instrumental Music Program and various social awareness days such as Harmony Day. The school prides itself on its sporting achievements, providing representatives in a variety of sports up to state level and participation in events such as the Central Queendsland Regional Shield, Mackay and Pioneer Valley competitions & Gala Days and various school organised lunhtime events and inter-house activities. The school is supported by an enegetic and proactive staff, P&C and community. The school rules of LEARN, SAFE, FUN are central to every aspect of Mirani State School.

Principal's Foreword

Introduction

This report contains a snapshot of the 2017 school year and presents information about the students' academic and social outcomes, as well as the school's strategic direction towards key improvement areas. The report can be accessed through our school website or can be requested as a hardcopy from our school office.

School Progress towards its goals in 2017

Focus Area	Actions	Status
Student-Teacher Communication & Feedback	Establish consistent **feedback and communication** between teacher and students.	Ongoing

Australian *Curriculum*	Develop teacher competency in teaching of ***Numeracy Proficiencies.*** Develop deeper understanding of ***Australian Curriculum***	Ongoing
	- Mathematics	Embedded
	- English	Ongoing
	Develop assessments that are aligned to ***achievement standards.***	Ongoing
Management Structure	Develop ***new management structures*** that enables & promotes shared leadership and capability development.	Embedded
Student Extension	Enhance provision of ***extension programs/processes.***	Embedded

Future Outlook

Improvement Priority	SMART Goal
Australian Curriculum	• By the end of 2018 we will have unpacked, familiarised and planned the **English** curriculum learning area. • By the end of 2018 we will have unpacked, familiarised and planned the **Humanities and Social Sciences** (HAAS) and **Technology** learning areas. • By the end of 2018 all classes will use **learning walls** for their focus writing genre that term.
ICT Capabilities	• By the end of 2018 we will have enhanced **ICT teaching capability** to support the implementation of the Australian Curriculum.
Numeracy	• By the end of 2018 we will have enhanced teacher capability in designing, implementing and assessing mathematical tasks that nurture the **proficiencies** of problem solving and reasoning.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	321	155	166	25	96%
2016	330	156	174	30	94%
2017	321	154	167	29	95%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

Mirani SS has a reasonably conventional cross-section of students represented (i.e. Indigenous, Students With Disabilities, Gifted & Talented, Learning Support, etc) with no group exceptionally under or over represented. The student population is mostly stable after a period of significant growth over the past 10 years.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	23
Year 4 – Year 6	27	24	23
Year 7 – Year 10			
Year 11 – Year 12			

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Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings include:
- English
- Mathematics
- Science
- History
- Geography
- Music & The Arts
- Technology (Digital Technology and Design and Technology)
- Health and Physical Education.
- LOTE (Japanese: Yrs. 5/6 only)

These subject areas are supported by the Australian Curriculum, C2C, Early Years Curriculum, KLA Scope & Sequence and Mirani SS Whole School English & Mathematics programs.

Other distinctive curriculum offerings include:
- Instrumental Music
- IMPACT (online extension booster programs)
- ICT lessons
- Focussed intervention for specific ability levels
- Robotics
- Focussed Extension programs

Co-curricular Activities

We provide a vast array of extra curricula activities that cater for a variety of interests and abilities:

The Arts
- Rock Pop Mime
- Junior & Senior Choir
- End of Year Concert
- Megaband (Junior & Senior)
- Eistedfodd

Academic
- Pioneer Valley Public Speaking & Maths Competitions
- Lunctime competitions (e.g. Timestables)
- UNSW Australian Schools Competitions
- Digital Technologies (Robotics & Coding)
- Extension Program (including a desinated coordinating teacher for 2 days)
- Social Justice (Support, Extension, Special Needs & Guidance staff)

Term Focus & Special Days
- Harmony Day
- National Day of Actions Against Bullying and Violence
- Daniel Morcombe Day
- Author visits
- Book Week
- Under 8s Day
- ANZAC & other commemorative days

Sporting
- CQ Sporty
- School Lunchtime competitions (Cricket, Netball)
- CQ Shield
- Interschool & After School Sports and Representatives Pathways
- Indigenous Games
- Sports Gala Days

Other
- Student Council
- School Discos
- Lunchtime Clubs (Library, Computer, Lego)
- SHOW (Students Hands on Work) – community based program where students work weekly with a mentor to complete activities in areas of interest such as wood work, triatholon, movie making, etc.
- School Camps (Yr 3 Sleepover; Yr 4 Rockhampton/Yeppoon, Yr 5 Action Challenge, Yr 6 Syd/Canberra)
- Transitions (Kindy and Mirani State High School)
- Life Education and Talk About It programs

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How Information and Communication Technologies are used to Assist Learning

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

Additionally, Mirani SS engages an **ICT Teacher** to support classroom teachers and students with this integration and the implementation of the school ICT program. Each classroom has an **Interactive Whiteboard** operating and **wireless connectivity**. Classrooms are also equipped with **document cameras** to showcase student work on the interactive whiteboards. The **ICT and Extension** teachers coordinate and implement a **Robotics & Coding** program across the school, as well as provide professional development for all staff.

Mirani SS has a **Technology Lab** with 28 desktop computers. Additionally, all classrooms have access to desktop/laptop computers. We currently have 40 i**pads** in the school with a mutlitude of applications to assist in literacy and numeracy learning. Each teaching block has access to a **digital camera**.

Extension programs such as **IMPACT**, **SHOW (Movie Making)**, **Computer Club and Robotics & Coding** and a variety of other clubs are available to students to pursue interest and extension in ICTs.

To further enhance teaching capability around the implementation of the Digital technologies Curriculum, **Lead Digital Technology** teachers have been appointed to implement Digital Technologies curriculum, as well as provide on site professional development for all classroom teachers.

Social Climate

Overview

The positive social climate at Mirani State School directly stems from the school's overarching rules; Here to **LEARN**, to be **SAFE** and to have **FUN**. Students and staff work together and demonstrate respect and tolerance towards each other. This is evident in the School Opinion Survey where an extremely high percentage of students and parents feel that the school is a safe and fair place for everyone. Mirani State School engages the services of a **School Chaplain** in conjunction with Mirani SHS and other Pioneer Valley schools. Mirani SS enacts a **'zero tolerance' approach to Bullying** and proactively educates students, staff and community to establish a school culture that is positive, safe and conducive to improved learning outcomes and student well-being. We upskill all our students in proactively dealing with playground issues through using the **'High Five'** approach (Ignore, Talk Friendly, Talk Firmly, Walk Away, Report). It is an expectation that ALL staff accept responsibility for the learning, well-being and growth of ALL students at Mirani State School.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	99%	100%	97%
this is a good school (S2035)	100%	100%	98%
their child likes being at this school* (S2001)	100%	100%	95%
their child feels safe at this school* (S2002)	99%	99%	95%
their child's learning needs are being met at this school* (S2003)	97%	99%	95%
their child is making good progress at this school* (S2004)	99%	97%	95%
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)	98%	99%	95%
teachers at this school motivate their child to learn* (S2007)	97%	100%	94%
teachers at this school treat students fairly* (S2008)	98%	96%	92%
they can talk to their child's teachers about their concerns* (S2009)	98%	100%	98%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school works with them to support their child's learning* (S2010)	100%	99%	94%
this school takes parents' opinions seriously* (S2011)	97%	97%	94%
student behaviour is well managed at this school* (S2012)	97%	96%	95%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	99%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	99%	100%
they like being at their school* (S2036)	96%	95%	99%
they feel safe at their school* (S2037)	97%	100%	99%
their teachers motivate them to learn* (S2038)	100%	99%	99%
their teachers expect them to do their best* (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	99%	100%	99%
teachers treat students fairly at their school* (S2041)	89%	93%	95%
they can talk to their teachers about their concerns* (S2042)	93%	98%	95%
their school takes students' opinions seriously* (S2043)	96%	98%	99%
student behaviour is well managed at their school* (S2044)	97%	95%	99%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	99%
their school gives them opportunities to do interesting things* (S2047)	99%	98%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	97%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	97%	95%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	100%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	100%	95%	97%
student behaviour is well managed at their school (S2074)	100%	95%	95%
staff are well supported at their school (S2075)	100%	97%	100%
their school takes staff opinions seriously (S2076)	97%	95%	100%
their school looks for ways to improve (S2077)	100%	97%	100%
their school is well maintained (S2078)	97%	97%	100%

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
their school gives them opportunities to do interesting things (S2079)	97%	95%	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

At Mirani SS we believe that parents are an integral part of their child's education. We strive to provide multiple ways in which we can strengthen ties with the parent community and allow them to be involved directly in their child's education:

- Parent information nights
- School Facebook and website page
- SMS for schools
- Classroom volunteers
- Prep interviews & transition days
- Tuckshop volunteers
- Parent-Teacher communication books (where applicable)
- P&C meetings, working bees, events & services
- Parent-Teacher interviews
- Special events (e.g. Swimming/Athletics Carnival, School Musical, School Fair)
- SHOW (Students Hands On Work)
- Book Fair
- School Opinion Surveys
- School Camps (where required)

Mirani State School formally acknowledges all volunteers with our annual Twilight Thankyou each November.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful, equitable and healthy relationships. Mirani State School proactively promotes respectful relationships through a range of support services and approaches, including:

- Life Education (annual visit for each student funded by the P&C) including Talk About It (Healthy Relationships & Puberty) sessions for Year 5 & 6 students
- Responsible Behavior Plan & School Rules (Learn, Safe, Fun)
- Social Justice Committee and Processes
- Adopt-A-Cop & Safety Circus
- Special Days – Walk to School Day, Say No To Bullying, Domestic Violence, Harmony Day, etc.
- Cyber Safety Student and Parent Sessions

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	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	1	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

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
- Encouraging 'nude food'
- Solar panels
- Dual flush toilets & spring loaded drink taps
- Recycle bins (in/outside classroom)
- Monitored energy use (e.g. restricted A/C use in cooler months)

Efficiencies have been noted in usage however due to growth and increased facilities overall usage may increase.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	124,181	1,505
2015-2016	136,325	2,315
2016-2017	123,768	2,682

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.**

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	22	18	<5
Full-time Equivalents	20	10	<5

Qualification of all teachers 0

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	20
Diploma	2
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 2017 was $40350.

The major professional development initiatives are as follows:

Australian Curriculum, Numeracy Proficiencies (Reasoning and Problem Solving), Digital Technologies.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	93%	90%

*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 2017 for all Queensland Primary schools was 93%.
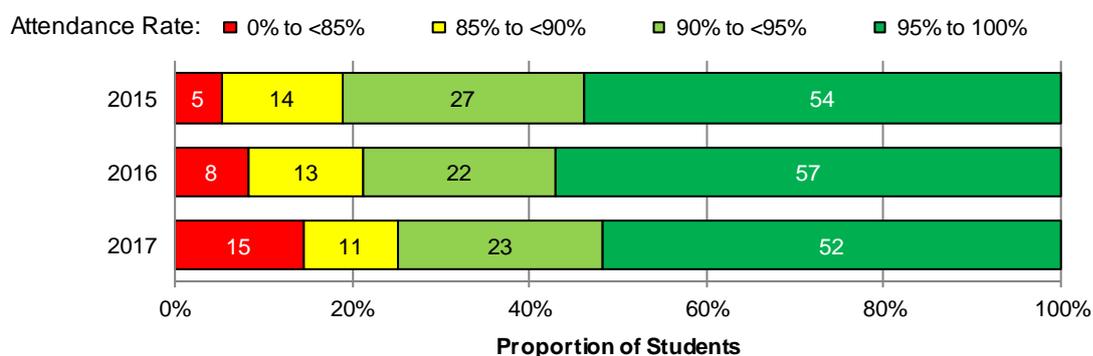
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2015	94%	93%	94%	95%	94%	94%	94%						
2016	95%	94%	95%	92%	94%	94%	94%						
2017	93%	94%	94%	94%	92%	94%	92%						

*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:

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%
2015	5	14	27	54
2016	8	13	22	57
2017	15	11	23	52

Proportion of Students

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Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

Mirani State School Attendance Procedures:

- Mirani State School has an attendance rate target of 95%
- Mirani State School Attendance Policy is embedded into school routines.
- Student Rolls are marked electronically twice daily (am / pm) by class teachers.
- Daily student unexplained absence SMS notification.
- Parents / Caregivers are provided with a separate phone line for recording student absence.
- Teachers report any absences of 3 consecutive days to Administration to be followed up.
- Attendance data monitored in 5 week cycles. Students above 95% receive A+ Attendance Award. Parents/Caregivers of students below 85% receive a phone from class teacher or admin.
- 'EVERY DAY COUNTS' is promoted enthusiastically through classes, parade, newsletters and the school website.

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.

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