Mirani State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the 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 360 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 & General Knowledge competitions, an Extension program and Digital Technologies. Culturally the children engage in Choirs (Junior & Senior), Rock Pop Mime, termly discos, a graduated school camp schedule, community events such as Anzac Day, an exceptional instrumental 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 Queensland Regional Shield, Mackay and Pioneer Valley competitions & Gala Days and various school organised 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.

School progress towards its goals in 2018

Focus Area	Actions	Status
Australian Curriculum	Unpacked, familiarised and planned the **English** curriculum learning area.	Embedded
	Unpacked, familiarised and planned the **HAAS** and **Technology** learning areas	Ongoing
	All classes will use **learning walls** for their focus writing genre for that term.	Ongoing
Numeracy	Enhanced teacher capability in designing, implementing and assessing mathematical tasks that nurture the **proficiencies** of problem solving and reasoning.	Embedded
ICT Capabilities	Enhanced **ICT teaching capability** to support the implementation of the Australian Curriculum.	Ongoing

Future outlook

SCHOOL PLAN PRIORITY 1: *Expert Teaching Team*
AIP Strategies:
• Establish termly Case Management process to target 'at risk' students.   • Embed Learning Walks as key strategic monitoring of Australian Curriculum (English and Maths).   • Build capacity of sector coordinators to help drive the EIA (High Performing Teams)
SCHOOL PLAN PRIORITY 2: *Australian Curriculum – The 'What' & The 'How'*
AIP Strategies:
• Continue to build the knowledge, understanding and capacity of classroom teachers to construct and adapt curriculum units and assessments aligned to Australian Curriculum.   • Engage in internal and external moderation for English and Maths to ensure consistency in teacher judgements and an alignment to Achievement Standards.   • Engage in A-E tracking and analysis that informs future teaching and learning.   • Embed consistent format and processes for Learning Walls in English (Writing focus).
SCHOOL PLAN STRATEGY 3: *21st Century Learner*
AIP Strategies:
• Establish an iPad trial class where students have regular access to a personal device to demonstrate learning.   • Build teacher capacity to use Digital technologies (iPad) to improve teaching and learning.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	330	321	343
Girls	156	154	170
Boys	174	167	173
Indigenous	30	29	32
Enrolment continuity (Feb. – Nov.)	94%	95%	95%

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

Mirani SS has a reasonably conventional cross-section of students represented (i.e. Indigenous, Students With Disabilities, Gifted & Talented, Learning Support, EAL/D, 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

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

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

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
- Optiminds
- Lunchtime 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

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 90 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

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%	97%	100%
• this is a good school (S2035)	100%	98%	100%
• their child likes being at this school* (S2001)	100%	95%	100%
• their child feels safe at this school* (S2002)	99%	95%	100%
• their child's learning needs are being met at this school* (S2003)	99%	95%	97%
• their child is making good progress at this school* (S2004)	97%	95%	99%
• 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)	99%	95%	99%
• teachers at this school motivate their child to learn* (S2007)	100%	94%	99%
• teachers at this school treat students fairly* (S2008)	96%	92%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	100%	98%	100%
• this school works with them to support their child's learning* (S2010)	99%	94%	99%
• this school takes parents' opinions seriously* (S2011)	97%	94%	96%
• student behaviour is well managed at this school* (S2012)	96%	95%	97%
• this school looks for ways to improve* (S2013)	100%	100%	99%
• this school is well maintained* (S2014)	99%	100%	99%

* 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)	99%	100%	100%
• they like being at their school* (S2036)	95%	99%	100%
• they feel safe at their school* (S2037)	100%	99%	99%
• their teachers motivate them to learn* (S2038)	99%	99%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	99%	100%
• teachers treat students fairly at their school* (S2041)	93%	95%	96%
• they can talk to their teachers about their concerns* (S2042)	98%	95%	97%
• their school takes students' opinions seriously* (S2043)	98%	99%	97%
• student behaviour is well managed at their school* (S2044)	95%	99%	99%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	99%	99%
• their school gives them opportunities to do interesting things* (S2047)	98%	100%	99%

* 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)	97%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
• they receive useful feedback about their work at their school (S2071)	95%	97%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	95%
• students are encouraged to do their best at their school (S2072)	97%	100%	100%
• students are treated fairly at their school (S2073)	95%	97%	100%
• student behaviour is well managed at their school (S2074)	95%	95%	97%
• staff are well supported at their school (S2075)	97%	100%	97%
• their school takes staff opinions seriously (S2076)	95%	100%	97%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	97%	100%	100%
• their school is well maintained (S2078)	97%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	95%	100%	97%

* 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 education programs

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

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	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	136,325	123,768	121,836
Water (kL)	2,315	2,682	1,225

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	22	19	<5
Full-time equivalents	20	10	<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	0
Masters	0
Graduate Diploma etc.*	0
Bachelor degree	22
Diploma	0
Certificate	0

*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 $74253.98

The major professional development initiatives are as follows:

- Australian Curriculum
- HPT (High Performing Teams)
- Inclusivity
- Digital Technologies

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

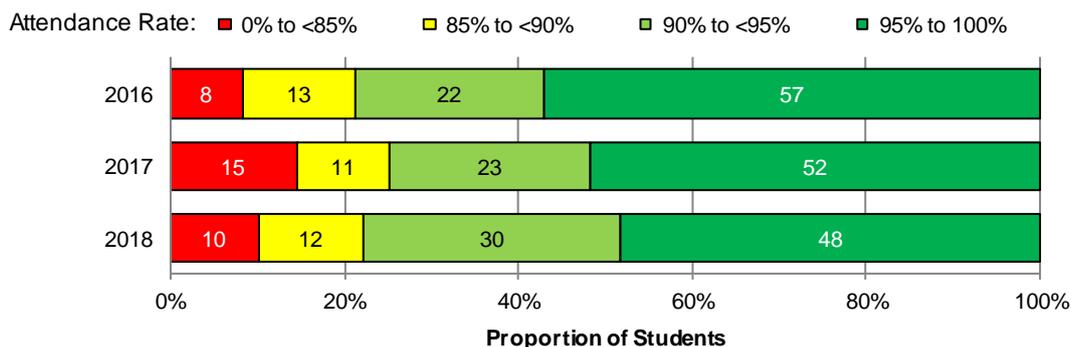| Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

Performance of our students

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	8	13	22	57
2017	15	11	23	52
2018	10	12	30	48

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.

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 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.