Miriam Vale State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Queensland schools annually publish meaningful information to parents about student and school performance.

This report outlines some of the activities, achievements and foci of Miriam Vale State School for the 2015 school year. Schools are dynamic, exciting and busy places and any report can only offer a summary of the activities and processes engaged in. This document is available on the school website and as a hard copy available by request from the school's office.

As part of the wider Miriam Vale community, the school is proud of its long history and values its unique geographical location. Miriam Vale is situated within the significant Baffle Creek water catchments, between two major regional centres and is the gateway to the southern Great Barrier Reef. These factors have become integral to the framing of the Miriam Vale State School curriculum. It is these factors that provide the context for learning at our school.

The Secondary Department has been part of Miriam Vale State School since 1967. This part of our school is no 'add-on' but contributes to the rich and successful continuity of learning we are able to provide for our students.

Students are the focus of our school and as a P-10 campus, we are able to work collaboratively across and within the phases of learning. We recognise the developmental needs of our learners and that all students are on a learning journey. For different students and at varying times, it means that the support they may require academically, socially and emotionally will vary. As a school, we value the diversity of our students and their individual needs.

School progress towards its goals in 2015

A summary of our 2015 goals and the level of completion are below.

Priority Area	Progress
Writing-monitoring of student benchmarks in writing, using on demand writing, EI and training on the 7 Steps to Writing	Significant progress made with continuation in 2016. All staff have engaged in the 7 Steps to Writing PD and on-demand writing is used as a data collection tool.
Spelling- embedded into daily routines, alignment	Significant progress made with continuation in

of words and programs, data collection.	2016. Daily differentiation of spelling groups is occurring.
Observation Coaching and Feedback Model- embed EI in all KLAs, support teacher performance through PPDP and AITSL.	Significant progress made with continuation in 2016. Explicit Instruction PD sessions were conducted with all staff in 2015.
Higher Order Thinking Skills- embed HOT activities in all classrooms	Some progress has been made. HOT will continue to be examined in 2016.
Attendance- Increase student attendance	Significant progress has been made. A range of strategies including weekly attendance results, publishing of attendance and communication around school attendance has occurred. In 2016 these will continue.

Future outlook

In 2016 our key priority areas are:
- Improve student outcomes in Writing→ Develop and embed a whole school approach to writing including text structuring and vocabulary.
- Improve student outcomes in Spelling→ Develop and embed a whole school approach to spelling including differentiated groupings (P-6, 7-10), consistency in language and spelling strategies.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	152	77	75	10	90%
2014	158	79	79	5	87%
2015	161	90	71	6	92%

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 2015, 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:

The school is located within the township of Miriam Vale approximately 100kms north of Bundaberg and 70kms south of Gladstone and as a focal point of the wider *Miriam Vale community,* has been in

existence for over 115 years. As a *community in itself*, Miriam Vale State School interacts with and participates as a member of sporting, academic, artistic and cultural communities in the local region.

The demographic-socio economic data relating to our student body is sourced from the ACARA *MySchool* website for Miriam Vale State School. The Index of Community Socio-Educational Advantage (ICSEA) is constructed using Australian Bureau of Statistics census data: 47 % of the Miriam Vale State School student population is identified in the lowest ICSEA quarter; 50 % (33% + 17%) are identified in the middle two quarters and 3% of the student body is identified in the top quarter.

Many Miriam Vale residents are employees of large, resource- based industries in Gladstone. Life-style choices are significant factors influencing settlement and development. Hobby-farms and/or smaller acreage farms provide both life-style qualities and opportunities to engage in small agricultural pursuits.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	17	19	18
Year 4 – Year 7 Primary	18	14	21
Year 7 Secondary – Year 10	14	17	13
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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	2	9
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.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings include these following features:
- The Australian Curriculum provides the framework for educating our students to build on their prior knowledge and maximise learning experiences.
- Students engage in learning through the explicit instruction pedagogy in all learning areas.
- Music Enrichment Program- instrumental music lessons.
- Specialist HPE lessons Prep-Year 10.
- Specialist Music lessons Prep-Year 6.
- Wide range of elective subjects offered in secondary/middle phase of learning (Years 7-10), for example *Graphics, Drama, Legal Studies, ICT, Japanese, Home Economics, Metal Technology, Wood Technology*

- Community based projects, for example our Careers Community Work Experience Program (Yr 9), our Work Experience Placement Program and Gladstone Regional Council Careers-interviews (Yr 10).
- School Musical involving students from Years 4 to Year 10 (alternating years)
- Student leadership and development opportunities.
- School's swimming pool is used extensively Terms 1 and 4 for variety of water based activities

Extra curricula activities

Miriam Vale State School places a strong emphasis on Music and the Performing Arts. Students participate in a variety of school based performances throughout the year. Students in Years 4-10 participate in the school musical that is staged in alternate years, at the Miriam Vale Community Centre. All primary students participate in a classroom music program and are invited to participate in Junior Choir. The music enrichment program commenced in 2009, and involves approximately 30 students between Years 4 -10. Our instrumental music teacher, teaches a variety of instruments, with the drums and guitar group playing at events within our community.

An extensive after school activities program is offered to all students. Purposes relate to general fitness, gross motor development and specific athletic events, for example cross-country or soccer. Many students represent the school in a range of sports and athletic events at district, regional and state levels.

Year 10 students prepare for senior schooling by participating in a Work Experience Program, providing opportunities to experience real-life work places such as Veterinary Surgeries, Mechanical Workshops or Hospitality businesses. All Year 9 & 10 students participate in a Careers Program and in Year 10 students develop their individual Senior Educational and Training (SET) Plans. Opportunities are taken throughout the year to both induct and orientate our senior students to Years 11 and 12 by visits to Tannum Sands State High School. The professional and cordial collaboration between the staff and administration at the two schools, ensures our students are easily integrated into their senior years of study.

The annual Year 9 Leadership Camp creates opportunities for our Year 9 students to demonstrate their leadership skills and abilities. The students engage in a selection of team building activities and reflect on their individual roles and contributions to the school and the student community. This is an opportunity usually experienced by Year 11 students in larger regional or urban high schools – this is an example of the many benefits of a P-10 schooling facility.

Excursions & Special Events offered in 2015 included:
- Combined Schools' Musical.
- Primary school excursions.
- Years 5-7 Future Leaders Eco Challenge (FLEC) Reef Guardian excursion.
- Secondary Twilight Netball Competition Gladstone.
- Gladstone District Court – Legal Studies Classes.
- CQU 'A Hero's Journey' 2 day camp at Bundaberg.
- Year 10 Transition Day Tannum Sands State High School.
- Year 10 CQU 2 day camp at Rockhampton.
- Year 10 Mentor Dinner.
- Year 10 Graduation Evening.
- Curtis Coast Literacy Carnivale.
- Eisteddfod groups: competing in musical programs in Gladstone.

How Information and Communication Technologies are used to improve learning

At Miriam Vale State School, we embrace digital technologies with interactive whiteboards, laptops or computers found in almost all teaching spaces.

The school also boasts, desktops in each primary classroom, a dedicated computer lab and set of laptops deployable across the school. Our students and staff also have access to a range of digital cameras, digital microscopes and a suite of software programs. A set of Ipads have also been purchased for use in the primary sector.

During the planning of units, staff look at ways that digital technologies can be incorporated to support our students competency in using technology. ICT based elective subjects are also provided, for example Graphics and Information Technology Systems in the Secondary Department.

Social Climate

In our school we value and actively promote an atmosphere of happiness and caring where children learn to care about each other, to respect different points of view, to understand a sense of team and to feel valued as individuals.

In Semester Two of 2015, our school underwent a review of our Responsible Behaviour Plan with this being endorsed and rolled out across our school. All conversations with students are based on our Responsible Behaviour Plan and the guiding rules of: Be Safe, Be Respectful and Be Responsible. Our Responsible Behaviour Plan outlines the way that sitations are addressed and consequences which may be applied to address behaviour. We place a strong emphasis on the individual student being responsible and acknowledging their behavioural choices.

Our multi-age primary structure provides a supportive learning environment, focused on building positive relationships. Students usually spend two years with the same class and very often with the same teacher or teaching team. This enables children to develop strong relationships with peers and teachers while building a sense of family and tradition which fosters excellent communication between home and school.

The older students support and mentor younger students and the curriculum approach utilises cooperative learning emphasising teamwork and social skills. The structures in place at Miriam Vale State School provide a stable, supportive environment for our students.

The relatively small enrolment in our Secondary Department necessitates that aspects of our primary multi-age structure are continued in the secondary years. Given the significance of social relationships and group identity to the adolescent students, this fosters both support and engagement and is regarded as a positive feature of our school.

During Morning Tea the Resource Centre, managed and supervised by a staff member offers a structured 'play' area that provides children with an alternative to independent and group play.

Our school's P-10 structure is valued and our secondary students undertake to support and encourage younger students in a range of planned and unplanned school activities

Miriam Vale State School takes a zero tolerance towards bullying. We foster healthy relationships through our social emotional programs (MMM, Life skills and Health) and regularly educate our students to take a proactive stance to eradicate bullying. We continuously discuss the consequences of bullying at our assemblies and in our newsletter and how it aligns with our Responsible Behaviour Plan.

We value our community connections and have regular visits from other services. Our adopt-a-cop/s often attend our assemblies, giving messages and taking a proactive approach to supporting our students and enhancing our social climate.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	89%	83%	88%
this is a good school (S2035)	100%	92%	92%
their child likes being at this school (S2001)	95%	75%	96%
their child feels safe at this school (S2002)	100%	83%	96%
their child's learning needs are being met at this school (S2003)	85%	75%	96%

Performance measure

Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is making good progress at this school (S2004)	90%	83%	92%
teachers at this school expect their child to do his or her best (S2005)	95%	83%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	75%	88%
teachers at this school motivate their child to learn (S2007)	95%	75%	84%
teachers at this school treat students fairly (S2008)	85%	75%	80%
they can talk to their child's teachers about their concerns (S2009)	100%	83%	96%
this school works with them to support their child's learning (S2010)	90%	83%	92%
this school takes parents' opinions seriously (S2011)	90%	75%	88%
student behaviour is well managed at this school (S2012)	95%	67%	88%
this school looks for ways to improve (S2013)	100%	83%	92%
this school is well maintained (S2014)	95%	92%	88%

Performance measure

Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	91%	92%
they like being at their school (S2036)	88%	87%	89%
they feel safe at their school (S2037)	90%	91%	94%
their teachers motivate them to learn (S2038)	95%	97%	95%
their teachers expect them to do their best (S2039)	98%	98%	95%
their teachers provide them with useful feedback about their school work (S2040)	95%	91%	97%
teachers treat students fairly at their school (S2041)	78%	77%	83%
they can talk to their teachers about their concerns (S2042)	86%	82%	88%
their school takes students' opinions seriously (S2043)	90%	86%	94%
student behaviour is well managed at their school (S2044)	83%	70%	83%
their school looks for ways to improve (S2045)	98%	94%	97%
their school is well maintained (S2046)	91%	83%	91%
their school gives them opportunities to do interesting things (S2047)	90%	90%	89%

Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
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%	92%
they receive useful feedback about their work at their school (S2071)	86%	100%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	93%
students are encouraged to do their best at their school (S2072)	100%	92%	96%
students are treated fairly at their school (S2073)	100%	100%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2074)	100%	85%	96%
staff are well supported at their school (S2075)	100%	92%	88%
their school takes staff opinions seriously (S2076)	93%	100%	90%
their school looks for ways to improve (S2077)	100%	92%	100%
their school is well maintained (S2078)	100%	92%	88%
their school gives them opportunities to do interesting things (S2079)	100%	100%	96%

# '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

Teachers at Miriam Vale State School work in partnership with parents, the child's first teachers. The importance of communication between home and school is emphasised and parents have many opportunities to be involved in their children's education. These include:

- Informal conversations between classroom teachers and parents/carers as needs arise.
- Parental assistance in classroom where need is identified.
- Parent information nights at the beginning of each year when administration, specialist teachers and class teachers meet with parents.
- Parent teacher interviews held throughout the year.
- Formal school reports issued at the completion of each semester.
- School newsletter each week – printed and emailed to the school community.
- A monthly Principal's report to the Parent and Citizen's Association.
- Cultural and/or social events organised by the school community, for example Family Fun Day, Open Nights, MAD Night, School Musical.

For students with diverse needs, these are acknowledged and in consultation with parents and support agencies, school staff work to support individual student needs within our school. These supports can take a variety of means including: Individual Curriculum Plans (ICPs), different curriculum subject offerings and modifications/differentiation within school activities.

Reducing the school's environmental footprint

Classes in the primary sector of the school regularly audit school practices such as recycling our waste and waste management. All classes have recycle bins to collect paper and cardboard 'clean waste'. These recycle bins are collected weekly and placed into the school recycle bins.

The school is an active participant in community programs such as the Reef Guardian Schools Program and the Energy Wise Program. Teachers attend professional development on these topics and students participate in the Future Leaders Eco Challenge – a Reef Guardian initiative.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	45,716	713
2013-2014	41,464	887
2014-2015	43,056	

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	16	11	0
Full-time equivalents	13	7	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	13
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	**16**
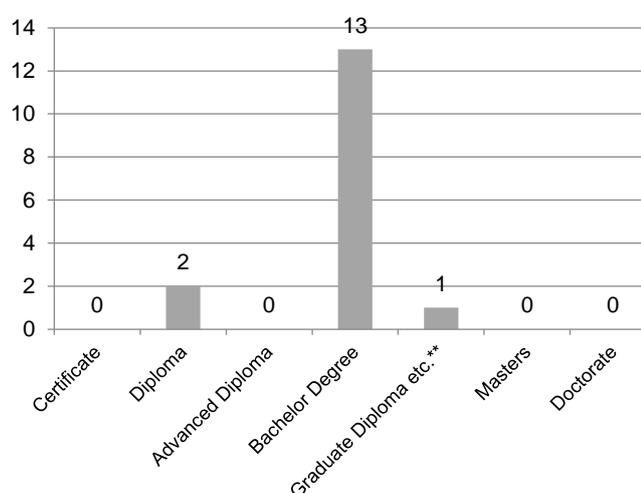
*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 was $ 25 228.21.

The major professional development initiatives were as follows:

- 7 Steps to Writing (All teachers and teacher aides)
- CPR/First Aid training
- Vocabularly PD
- Home Economics PD
- Beginning Teachers/Mentoring PD
- ACPHER (Sports) PD
- ICT Orange Card PD
- Autism PD
- Online Numeracy
- Principal Meetings and Conferences
- Curriculum information sessions (school curriculum plan and ACARA).

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 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

| School name | GO |
| Suburb, town or postcode | |

Sector:

☑ Government

☑ Non-government

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Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	88%	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 attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

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## Student attendance rate for each year level (shown as a percentage)

	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
2013	93%	93%	93%	89%	87%	93%	89%	88%	93%	87%	91%		
2014	90%	90%	92%	95%	89%	90%	89%	88%	89%	92%	87%		
2015	92%	93%	93%	94%	94%	90%	92%	95%	86%	91%	91%		

*From 2013, the methodology used for calculating attendance rates effectively counts 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.
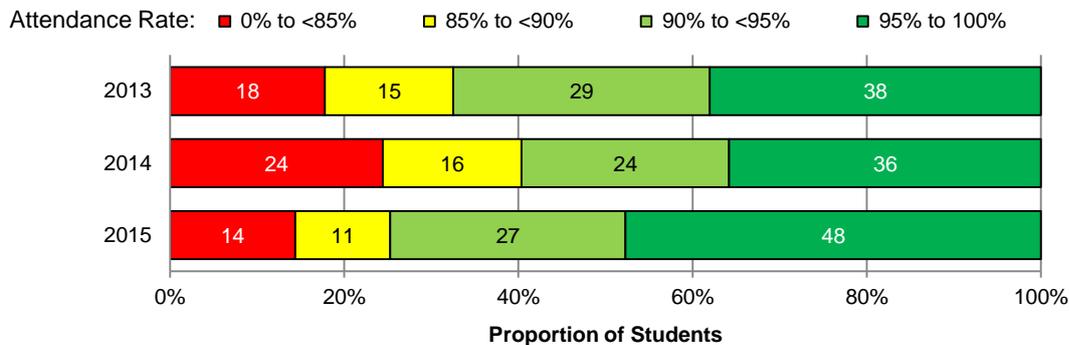
Description of how non-attendance is managed by the school

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.

The class rolls are marked twice a day – 8:45am and 1:50pm in both the Primary and Secondary sectors.

If a child is to be absent from the school, we have the following expectation:

- A phone call is made to the office on the day of absence   OR
- A note is sent in advance advising of their absence.

If we do not receive advice from families when the rolls are returned to the office of a morning, a staff member will contact parents daily. If we cannot contact the family, the child's attendance is marked as unauthorised until notified.

Additionally, we use the following strategies to promote student attendance:

- Acknowledging the class of the week on parade by awarding our attendance trophy (the class with the highest attendance).
- Each class displays their weekly attendance rate on their 'thermometer'
- Sharing of the school attendance graphs in our newsletters

- Sharing of school attendance in the P&C meetings
- Termly letters home to parents sharing their child's attendance rate, processes for reporting absence and school attendance targets.
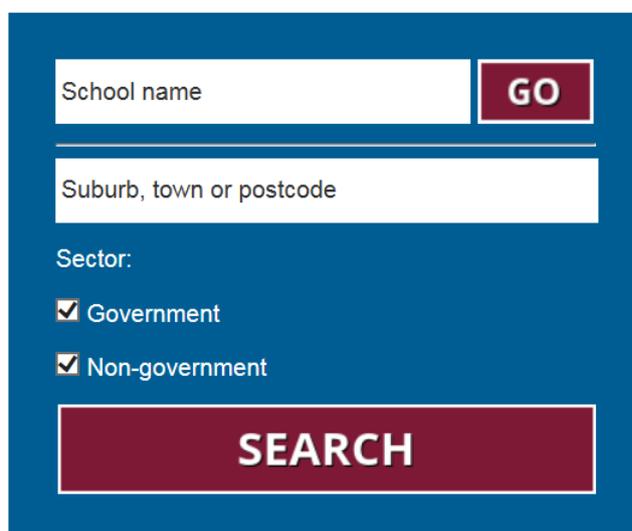
In situations of repeated absences the enforcement of attendance policy is used including staff/police intervention as required.

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/.

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

School name	**GO**

Suburb, town or postcode

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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.