Miriam Vale State School

ANNUAL REPORT
2016

Queensland State School Reporting

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School Overview

Miriam Vale State School's vision is to cater to the needs of students by providing diverse learning opportunities to develop and celebrate the whole person. Our students are active life-long learners and as citizens of the 21st century need critical analysis and evaluation skills to make well-considered, socially just choices for themselves, their local community and in consideration of global perceptions. Miriam Vale State School's curriculum provides continuity across Prep to Year 10 via developmentally appropriate teaching and learning sequences through exposure to the Australian Curriculum. Miriam Vale State School's values reflect a commitment to the belief that all students are capable learners. Our students, staff, parents and community value Teamwork and collaboration, Respect for self and others, Effort to achieve 'personal best', Multiple intelligences, skills and abilities, Active citizenship, Concept of personal pride and Positive regard for the school community.

Principal's Foreward

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 2016 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.

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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 2016

Our key priorities and their progress for the 2016 year is listed below.

Priority Area	Progress
Improve student outcomes in Writing→ Develop and embed a whole school approach to writing including text structuring and vocabulary.	Ongoing for 2017
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.	Achieved
Improve student attendance	Achieved. Highest year of attendance recorded (93%)

Future Outlook

In 2017 we are working to further refine our school practices with a focus on:

- Improving student outcomes in Writing

- Improving student outcomes in Spelling

- Improving teacher practice using the EI process and coaching/ feedback.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	158	79	79	5	87%
2015*	161	90	71	6	92%
2016	151	81	70	8	85%

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

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: 46 % of the Miriam Vale State School student population is identified in the lowest ICSEA quarter; 50 % (31% + 19%) are identified in the middle two quarters and 4% 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	18	18
Year 4 – Year 7	14	21	13
Year 8 – Year 10	17	13	17
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

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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 ICT lessons offered weekly to all Prep- Year 10 students.
- 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, The Arts, Business, ICT, Home Economics, Metal Technology, Wood Technology and Horticulture.*
- 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

Co-curricular 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 2016 included:

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- Primary school excursions.
- Years 5-7 Future Leaders Eco Challenge (FLEC) Reef Guardian excursion.
- GRIP Leadership sessions for student leaders
- Year 9 Leadership Camp.
- Year 10 Transition Day Tannum Sands State High School.
- Year 10 CQU 2 day camp at Rockhampton.
- Year 10 Graduation Evening.
- Curtis Coast Literacy Carnivale.
- Eisteddfod groups: competing in musical programs in Gladstone.
- School Performance Tours (termly).
- Involvement in community activities.

How Information and Communication Technologies are used to Assist 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 multiple sets of laptops and 20 ipads 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.

During the planning of units, staff look at ways that digital technologies can be incorporated to support our student's competency in using technology. In the Secondary Department the Graphic's elective is offered allow students to interact with real world design programs.

Additionally, all students (Prep-Year 10) participate in weekly ICT lessons taken by a specialising teacher who exposures students to the Australian Curriculum and STEM processes. Students are also provided opportunities to use Robotics.

Social Climate

Overview

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.

Since Semester Two of 2015, our school has been using elements of the School Wide Positive Behaviour Support principles and our school rules are now clearly defined to; Be Safe, Be Responsible and Be Respectful. Our Responsible Behaviour Plan outlines the way that situations are addressed and consequences which may be applied to address behaviour incidents. 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. 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 inappropriate behaviours 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

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)	83%	88%	96%
this is a good school (S2035)	92%	92%	96%
their child likes being at this school* (S2001)	75%	96%	96%
their child feels safe at this school* (S2002)	83%	96%	96%
their child's learning needs are being met at this school* (S2003)	75%	96%	96%
their child is making good progress at this school* (S2004)	83%	92%	96%
teachers at this school expect their child to do his or her best* (S2005)	83%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	88%	96%
teachers at this school motivate their child to learn* (S2007)	75%	84%	92%
teachers at this school treat students fairly* (S2008)	75%	80%	96%
they can talk to their child's teachers about their concerns* (S2009)	83%	96%	100%
this school works with them to support their child's learning* (S2010)	83%	92%	96%
this school takes parents' opinions seriously* (S2011)	75%	88%	100%
student behaviour is well managed at this school* (S2012)	67%	88%	80%
this school looks for ways to improve* (S2013)	83%	92%	100%
this school is well maintained* (S2014)	92%	88%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	92%	94%
they like being at their school* (S2036)	87%	89%	92%
they feel safe at their school* (S2037)	91%	94%	96%
their teachers motivate them to learn* (S2038)	97%	95%	97%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their teachers expect them to do their best* (S2039)	98%	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	97%	93%
teachers treat students fairly at their school* (S2041)	77%	83%	80%
they can talk to their teachers about their concerns* (S2042)	82%	88%	84%
their school takes students' opinions seriously* (S2043)	86%	94%	86%
student behaviour is well managed at their school* (S2044)	70%	83%	71%
their school looks for ways to improve* (S2045)	94%	97%	94%
their school is well maintained* (S2046)	83%	91%	87%
their school gives them opportunities to do interesting things* (S2047)	90%	89%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# 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%	92%	100%
they receive useful feedback about their work at their school (S2071)	100%	83%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	93%	94%
students are encouraged to do their best at their school (S2072)	92%	96%	96%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	85%	96%	96%
staff are well supported at their school (S2075)	92%	88%	96%
their school takes staff opinions seriously (S2076)	100%	90%	96%
their school looks for ways to improve (S2077)	92%	100%	100%
their school is well maintained (S2078)	92%	88%	100%
their school gives them opportunities to do interesting things (S2079)	100%	96%	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

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 Open Nights, MAD Night, and School Musical.

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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.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Some examples of these are:
- Weekly behaviour discussions on parade to the whole school
- Targeted sessions with different grades including outside agencies were appropriate, HeadSpace, Queensland Police
- Love Bites program delivered annually to Year 10 students
- My Mind Matters delivered to all students in Years 6-8 weekly
- Chaplain run sessions for primary classes
- Engagement of School Based Youth Health Nurse to develop personal development sessions
- Situational responses to localised happenings

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	2	9	4
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

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.

We also have a number of solar panels at the school to help feed electricity back into the 'grid'.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	41,464	887
2014-2015	43,056	
2015-2016	25,134	

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.

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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

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

Sector:

☑ Government

☑ Non-government

SEARCH

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	17	13	0
Full-time Equivalents	14	8	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	2

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Bachelor degree	13
Diploma	2
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 $8 235.67

This figure was lower than previous years due to engagement in increased 'free' PD offerings, particularly online or using departmental staff delivering local training.

The major professional development initiatives are as follows:
* Robotics and Digital Technologies PD
* Take the Lead
* ITD PD
* First Aid Training
* Peer Review Training
* Swimming PD
* Science PD
* Leadership Training
* Mandatory Departmental Training
* Principal PD & Conferences
* Online Training (Curriculum areas, SWD)
* Essential Skills for Classroom Management (ESCM)

* 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.	97%	97%	98%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 93% 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:

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STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	91%	94%

*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 P-10/P-12 schools was 90%.

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	90%	90%	92%	95%	89%	90%	89%	88%	89%	92%	87%		
2015	92%	93%	93%	94%	94%	90%	92%	95%	86%	91%	91%		
2016	92%	93%	95%	93%	93%	94%	92%	93%	94%	86%	91%		

*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:
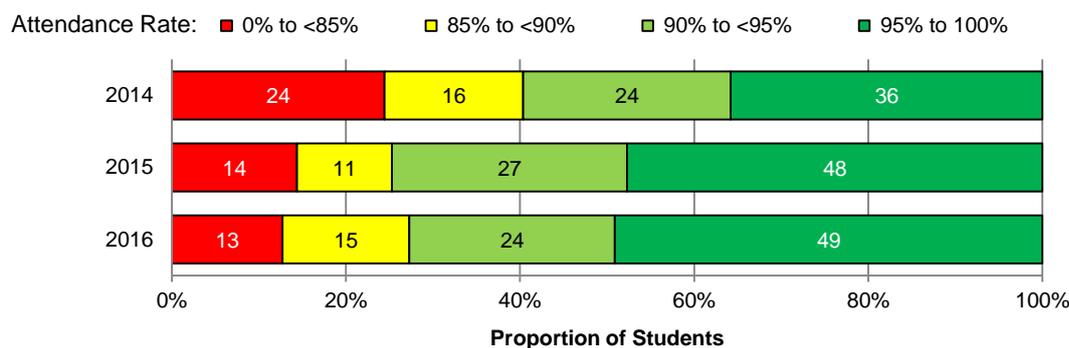
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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).

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- 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.

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.**

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.

Conclusion

Thank you for reviewing our School Annual Report. We are proud of the progress our school is making to ensure positive outcomes for our students.