



Millchester State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

School Vision: SCHOOL+ COMMUNITY = SUCCESS

Millchester State School is built upon a proud history of caring and catering for the children of Charters Towers for over 140 years. Millchester State School was the first State School to be established in Charters Towers in 1874. Our aim at Millchester is to provide every student with a safe environment and opportunities for success in many areas including academics, The Arts (music, drama, visual arts and dance), sport and extra curricula activities.

Integral to any success achieved in the education of children is a strong supportive bond between the Child, Teacher, Parent and Community. Open communication and active participation are vital to the well-being of our school and student achievement.

Our school community also works tirelessly to support the school in its endeavours through decision making and fundraising.

Our School Annual Report for 2016 demonstrates the commitment by all stakeholders to ensure that we continue to provide an education which meets the needs of our students at this point in time and prepares them well for the future in a positive, supportive school environment. As a community, we work together to provide a dynamic school where learning is the priority and meeting the needs of each student.

Principal's Foreword

Introduction

This report provides parents and members of the community with information about the school's activities and performance over the past year. It highlights our strengths and identifies areas for development and improvement.

School Progress towards its goals in 2016

Priority	Progress
Embed the Teaching of Reading and writing through the Australian Curriculum	<ul style="list-style-type: none">* Teachers participated in Case Management meetings to create an action plan for students achieving a 'D' or 'E' in English, twice per term.* Utilised data walls to identify student progress.* Consolidated Learning Walls and provided PD and feedback through Instructional Walks and Talks.* Provided PD in how to utilise the 'Three Cuing System' to support students' reading and writing development.* 88% of students achieved a 'C' or higher in English for Semester 2.
Embed YuMi Mathematics Pedagogy	<ul style="list-style-type: none">* Staff participated in Professional Development in YuMi Deadly Maths.* Staff utilised Reality, Abstract, Mathematics and Reflection Framework (RAMR) to assist in planning.* Staff implemented the identified sequence to teach mathematical concepts in each year level which aligns with the Australian Curriculum.
Refine and Implement Tier 3 support for students	<ul style="list-style-type: none">* Increased Guidance Officer allocation to support Tier 3 implementation in English and Behaviour.* Identified a consistent program of intervention to support students not progressing in English after being presented in Case Management Meetings.

Future Outlook

Priority	Progress
If we Teach With a Literacy Focus (TWLF) in English daily then we will see improvement in English achievement to 90% of students achieving a C or higher by the end of 2017.	<ul style="list-style-type: none"> * Implement an Instructional Coaching Cycle involving classroom teachers, Principal and/or Curriculum Coordinator. * Release teachers participate in Case Management Meetings twice per term to look at next step for all students. * Release teachers six times per year to collaboratively plan next English unit with Principal and Curriculum Coordinator. * Unpack components of Teaching With a Literacy Focus with teachers during staff meetings and give feedback to teachers on each component. * Gather evidence of learning for success criteria and place on the Learning Wall in every classroom. * Monitor evidence of student learning to reflect on the learning of the students and creating or adjusting If... then... statements to inform next steps. * Conduct Instructional Walkthroughs to gather evidence of student learning from each class.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	273	115	158	48	87%
2015*	254	118	136	53	97%
2016	188	94	94	44	89%

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

Millchester State School students come from a wide variety of backgrounds. Approximately 20% of the population identify as Aboriginal and or Torres Strait and most students come from a rural background. Students from across the whole Charters Towers area attend Millchester. Our school community values cultural difference and ensures that all students participate actively in school life. In 2016 Millchester maintained 10 classes

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	16	23	18
Year 4 – Year 7	22	26	21
Year 8 – Year 10			
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

Our Approach to Curriculum Delivery

- Strong School Focus on Literacy and Numeracy with a review on the school wide reading program.
- Comprehensive School Wide Tracking system to monitor student progress in the areas of English, Mathematics, Science and behaviour.
- Moderation of student work to ensure consistency of judgments.
- Compliance with implementing systemic assessment: NAPLAN testing.
- Continuing our Strong Reading Culture within the school.
- Homework requirements at Millchester State School in 2016 focus on students completing home reading. The school has purchased membership to websites for all students to access at home to support their learning in Reading, Mathematics and Spelling.
- Support students with a disability and their families.
- ICTs – computer lab, interactive whiteboards or interactive televisions situated in every classroom, 10 iPad Air 2 in a Prep class, 10 iPads for remainder of school to utilise and support learning, digital software, computers and data projectors in every classroom, laptops for use across the school.
- Religious Education is offered to all students. It is non-denominational and is compulsory unless parents/carers provide a note requesting that their child/ren do not attend. Students who do not attend weekly RE classes are supervised by teachers and participate in a suitable educational program.
- The school has a camping program for students in Years 4-6. The Year 4 students attend Paluma Environmental Education Centre which links in with their Science and Geography curriculum. The Year 5 students participate in a local camp which aligns with their History curriculum. Year 6 students attend an excursion to Brisbane each year.
- Students in P-6 access a specialist music teacher as part of The Arts curriculum but in addition, students in Years 4, 5 and 6 who perform to a prescribed standard on a musical aptitude test are invited to join the Instrumental Music Program, which is held in school time. This includes Woodwind, Brass and Percussion. This leads to being a member of the Millchester Concert Band and participating in instrumental music workshops with students from across Charters Towers.
- Our upper students have regular Sport practice and interschool competition. The students practice their skills in preparation for Carnival Days and weekly events, where students may travel to different venues to compete against teams from other schools. Sports include: Netball; Soccer; Touch Football; Cricket; League; Softball and AFL.
- Other sport options include Interhouse and Interschool Cross Country, Track and Field and Swimming.
- Students who are 10 – 12 years of age have the opportunity to represent Charters Towers District in a variety of sports and then attend North Queensland Region carnivals with further opportunities to be selected in a North Queensland Region representative team.

Co-curricular Activities

- Adventure Based Learning – High Ropes Course and instructors based at the school.
- The Arts activities – including: choir, theatre, drama, verse speaking, Eisteddfod, discos, themed days, Country Music Festival, School Concerts, Arts Council.
- Visits by specialist sportspersons.
- Student leadership activities – including: Student Council, leadership development days, leading lunchtime sporting activities and representing the school at community events.
- Other competition opportunities include: Japanese Speaking Competition, Readers Cup, ICAS Tests in Reading and Mathematics, Milly Art and Craft Competitions, Charters Towers Regional Show competitions, Eisteddfod and school organised sporting, science and cultural competitions during the year.

How Information and Communication Technologies are used to Assist Learning

At Millchester we are increasing Information and Communication Technologies each year. Our school allocates money to upgrade facilities and purchase new equipment. Teachers utilise ICTs every day to support their curriculum delivery and students are required to use ICTs to complete some assessment items or conduct investigations using ICTs. ICTs are used to cater for student differences and to access the curriculum at their level.

At Millchester we are continually supporting Teachers' knowledge in using ICTs by conducting Professional Development sessions. These sessions may be delivered face-to-face from local or external expertise or Teachers participate in on-line courses to further their development.

We currently have an Interactive Whiteboard or Interactive Television in each classroom for teachers to support and enhance their teaching. We also have 10 iPad Air 2 in a Prep class and 10 more iPads for the remainder of the school to enhance students' learning across the school.

Our Year 5 and 6 students participated in their Japanese lessons using the Illuminate computer program which allows a teacher from offsite to deliver the curriculum to our students.

Social Climate

Overview

Our school has a strong focus on the development of the whole person and as such pastoral care forms an integral element of our school's culture and way of working. We also engage community agencies to support students if required and meet regularly with these agencies to confidentially communicate strategies and update general information about the student. All teachers have strong engagement with the daily lives of our students and their families. The staff have also established a high standard for acceptable behaviour with admin support should it be required. Our school introduced a Behaviour Incentive program to reward our students who do the right thing all the time and encourage others to make better behaviour choices. Students can strive for three levels of behaviour (Bronze, Silver and Gold) and gain rewards associated with each level. We implement the You Can Do It program which supports the social and emotional wellbeing of all students in the areas of: Resilience, Getting Along, Organisation, Persistence and Confidence. Millchester State School also offers a more formal pastoral care program to students through guidance officer services, weekly religious education, a Student Welfare Officer that attends the school twice a week, an adopt-a-cop and through liaison with local health, church and community agencies.

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)	89%	100%	100%
this is a good school (S2035)	84%	100%	100%
their child likes being at this school* (S2001)	84%	100%	100%
their child feels safe at this school* (S2002)	79%	100%	92%
their child's learning needs are being met at this school* (S2003)	79%	89%	92%
their child is making good progress at this school* (S2004)	79%	89%	100%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	100%	100%
teachers at this school motivate their child to learn* (S2007)	89%	89%	92%
teachers at this school treat students fairly* (S2008)	68%	89%	92%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%
this school works with them to support their child's learning* (S2010)	79%	88%	100%
this school takes parents' opinions seriously* (S2011)	53%	78%	75%
student behaviour is well managed at this school* (S2012)	39%	78%	64%
this school looks for ways to improve* (S2013)	59%	100%	92%
this school is well maintained* (S2014)	100%	89%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	90%	94%	93%
they like being at their school* (S2036)	87%	90%	95%
they feel safe at their school* (S2037)	88%	88%	98%
their teachers motivate them to learn* (S2038)	96%	96%	93%
their teachers expect them to do their best* (S2039)	97%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	94%	91%
teachers treat students fairly at their school* (S2041)	86%	88%	86%
they can talk to their teachers about their concerns* (S2042)	82%	88%	81%
their school takes students' opinions seriously* (S2043)	75%	90%	84%
student behaviour is well managed at their school* (S2044)	66%	78%	77%
their school looks for ways to improve* (S2045)	88%	94%	93%
their school is well maintained* (S2046)	82%	86%	95%
their school gives them opportunities to do interesting things* (S2047)	91%	94%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	89%
they feel that their school is a safe place in which to work (S2070)	100%	100%	95%
they receive useful feedback about their work at their school (S2071)	76%	93%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	75%	70%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	86%	71%	79%
student behaviour is well managed at their school (S2074)	62%	71%	63%
staff are well supported at their school (S2075)	62%	64%	68%
their school takes staff opinions seriously (S2076)	55%	64%	63%
their school looks for ways to improve (S2077)	86%	92%	95%
their school is well maintained (S2078)	90%	86%	95%
their school gives them opportunities to do interesting things (S2079)	84%	92%	84%

* 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

Parents are strongly encouraged to be involved in their child's school learning journey in the following ways:

- Parents' and Citizens' Association:** This association is open to any parent or citizen interested in the school. It conducts meetings on the 2nd Monday of each school month at 5:30 p.m. The association exists to improve the quality of conditions and amenities of the school and to cooperate and liaise with the Principal and staff of the school in the best interests of the school's clientele. All parents and interested citizens are invited to nominate for membership and to attend meetings run under the auspices of QCPCA (Queensland Council of Parents and Citizens Associations).

- **Playgroup:** This service provides parents the opportunity to get together to nurture child development in the years before Preparatory school and to network and build lifetime friendships with others. Our playgroup operates 9:00 – 10:30 every Thursday and a co-ordinator is present to support the program.
- **Newsletters:** Newsletters are published fortnightly and now sent home to parents via the Skoolbag App, website and email. Printed copies of the newsletter are available from the office.
- **School Parade:** School Parades are held weekly on Friday from 9:00-9:30am. At each parade parents are encouraged to attend and watch their students receive awards.
- **Educational celebrations:** Such as Education Week, Under 8's Day, ANZAC Day Service, QLD Day, Leadership Ceremony and other special events.
- **Tuckshop:** Our P&C operate the school tuckshop. The tuckshop offers food that follows the Healthy Choice Policy published from Education Queensland. P&C pay one employ to convene the tuckshop. Parents are encouraged to give their time to assist the convenor in the school tuckshop which is then opened 4 days a week.
- **Home Reading:** All parents are involved in our home reading program where students read to their parents at home and parents sign off after each night of reading. Students achieve certificates after reading for a quantity of nights and work towards the Platinum Certificate by the end of the year (175 books). Students receive a \$15 voucher to spend at book fair each year when they achieve their Platinum Reading Certificate.
- **Information Nights:** Teachers provide presentations on how parents can assist their child in literacy and numeracy at the beginning of each year.
- **Parent / Teacher interviews:** Twice per year parents are offered the opportunity to meet with the teacher to discuss their child's progress. Parents are also able to discuss their child/ren's progress any time throughout the year.
- **Daily Reading:** Parents assist teachers volunteering every day in the classroom for our Daily Reading Blocks.
- **Volunteering:** Parents are encouraged to volunteer across the school to support their child or other children's development.
- **Indigenous Support:** Support officer at school assists students, parents and staff.
- **Culminating Activities:** Each class organises an event at the end of each term for parents to view the work students have completed in class. This is an opportunity for students to showcase their work to parents.
- **Sporting Events:** Parents are encouraged to attend and support their children at all sporting events.

At Millchester we work closely with parents to support their child's development in academics or behaviour. We include parents in meetings to develop support plans for their child when necessary. We understand that the parent is their child's first teacher and value the information parents give us in regards to their child.

Respectful relationships programs

At Millchester we support students to make positive behaviour choices by:

- Participating in the Second Step program to support their social and emotional development. All classes implement a 30-45 minute lesson each week with 5 minute reflections each day.
- All staff give 'Gotcha' awards to students for making good choices and four 'Gotchas' are drawn out of the box and presented with prizes each week on parade.
- Students also participate in protective behaviour units during Health lessons with the HPE teacher.
- Every five weeks the Behaviour Support Team analyses school behaviour data to identify a weekly behaviour focus. This behaviour focus is discussed on parade and in class each day.
- Millchester also has a Behaviour incentive program where students earn weekly credit points for good behaviour choices and regular attendance. Students then work towards joining the Bronze, Silver and Gold Behaviour Clubs. At the end of each term a Behaviour Club Celebration Day is conducted to reward students for the positive choices they make.
- Students report inappropriate behaviour to staff and then they complete a student voice form outlining what happened. Witnesses are also asked to complete a student voice form to gain the truth in incidents.

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	35	23	36
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

In 2016 Millichester State School had a policy on particular temperatures when air-conditioners could be used. We continued to decrease our environmental footprint by distributing the newsletter via our website, Skoolbag App and emails and establishing photocopy limits for each teacher per term. The Year Six students also collect aluminium cans throughout the year to raise funds for their graduation dinner.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	123,320	38,041
2014-2015	124,046	39,069
2015-2016		

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.

Find a school

Sector:
 Government
 Non-government

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	18	13	<5
Full-time Equivalent	16	9	<5

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.**	0
Bachelor degree	18
Diploma	0
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 were \$23036.

The major professional development initiatives are as follows:

- Embed the teaching of reading and writing through the Australian Curriculum.
- Case Management Meetings held twice per term to develop action plans for students showing none or limited progress.
- Planning Meetings held once a term to analyse English units with the teacher and HOC (Head of Curriculum) to gain clarity.

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.	96%	94%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	91%	87%

*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 Primary schools was 93%.

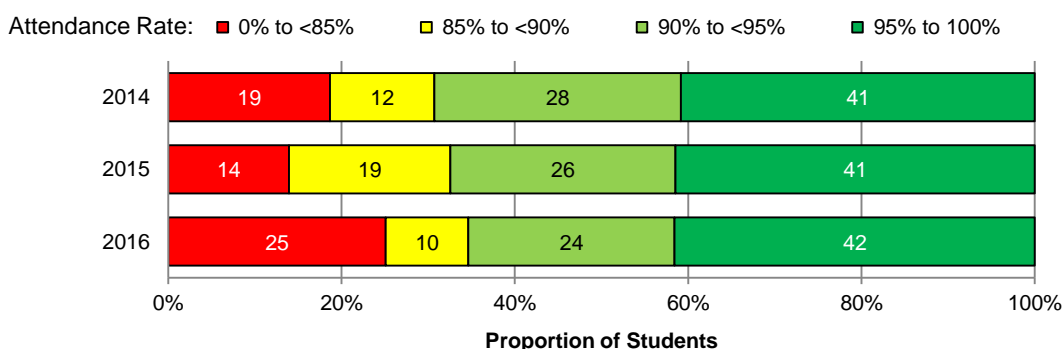
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	91%	91%	91%	92%	91%	91%					
2015	90%	92%	91%	91%	93%	94%	91%						
2016	91%	88%	89%	91%	90%	93%	92%						

*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:



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.

- Teachers mark the rolls electronically at 9:00am and 2:00pm each day.

- The Administration Team ring parents and carers to follow up on all unexplained student absences at 9:30 each day.
- Every five weeks the Behaviour Support Teacher monitors attendance data and the following actions are taken:
 - Students with attendance between 90% - 85% classroom teachers ring home and talk with parents on the importance of their child attending school every day.
 - Students with attendance below 85%, the Guidance Officer rings parents to discuss the importance of regular school attendance and offer support.
 - Students with attendance below 85% and their attendance has not improved after support from the Guidance Officer the Principal meets with the parents to discuss how the school can support the family.
 - All contact is recorded on OneSchool.
- Late Arrivals: All students arriving late must report to the office first for admin to record the lateness and provide the students with a blue slip.
- Early Departures: Parents are required to present at the office first to sign their child out before collecting them from class (Parents are given a blue slip also to identify that they have presented at the office).
- Millchester State School has a behaviour and attendance incentive program where students can achieve membership into varying clubs for good behaviour choices and regular attendance.

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

The screenshot shows a search interface with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A section titled "Sector:" containing two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters at the bottom.

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.