Principal’s foreword

In 2011 every school in Queensland is required to publish information about the school and its educational outcomes for the 2010 school year. This report provides information on:-

- Curriculum initiatives
- Outcomes Data for Literacy and numeracy using systemic data based on the Years 3, 5 and 7 tests NAPLAN
- Extra Curricular offerings
- School priorities for the 2011 school year

Miriwinni State School, servicing the township of Miriwinni, Waugh’s Pocket and nearby Bramston Beach, is situated in the Cairns and Cape District of Far North Queensland. The school is located in an attractive, tropical setting, 78 km south of Cairns on the Bruce Highway. The campus contains traditional space classrooms, catering for composite class groupings.

The school is one of a cluster of schools, which feed Babinda P-12 State School. We participate in a range of cluster activities including sporting and cultural events. The community consists of long time residents of the town and district as well as families that have moved to Miriwinni and the nearby semirural districts of Woopen Creek, Waugh’s Pocket and Bramston Beach. The community is characterised by a fairly diverse socioeconomic range.

Miriwinni State School is a coeducational school with a current enrolment of 58 students.

Year levels offered are from Prep to 7. Specialist teachers include: Physical Education, Music, Instrumental Music, LOTE, Librarian. Support Services include: Guidance Officer, Learning Support Teachers and Teacher Aides.

Some major achievements in the 2010 school year based on our Operating Plan School Priorities:

- Develop a culture of improving the performance outcomes of our students:
  - All Teachers gained a better understanding of the use and interpretation of data available to us
  - Cohort strengths and weaknesses were examined and used as the basis for teaching support and everyday programs

- Improve literacy and numeracy outcomes and rich digital learning environments for all students to ensure they are confident participants in our digital world:
  - Spelling program working consistently across the whole school
  - Staff are growing in confidence in using IWBs, digital visualisers and cameras.
  - Literacy was targeted in terms of reading comprehension and vocabulary understanding
Future outlook

The key strategic directions for 2011

Priority 1: Whole school approach to Literacy – reading, comprehension and vocabulary development

  Make explicit the principles on which our Reading Program will be based on.
  Oral language as basis for instruction.
  Explicit work in vocabulary development.

Priority 2: Implement Thinking Strategies Scope and Sequence across whole school

  Graphic organisers.

Priority 3: Target students in upper two NAPLAN Bands – Literacy and Numeracy

  Target students with a range of strategies and activities.
School Profile

Coeducational

Year levels offered: P-7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>23</td>
<td>35</td>
<td>80%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
Miriwinni State School has an indigenous population of around 10%.
The school has a fairly stable population with some transience during the cane season.
The student population has a diversity of learning needs.
There are slightly more boys than girls.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>19</td>
<td>100%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our Curriculum plan is inclusive of all year levels from Prep through to Year 7 and is focussed on developing the needs of the whole child. Our Curriculum plan encompasses all Key Learning Areas.

Extra curricula activities for 2010

**LEARNING:**
- Reader’s Cup Challenge
- National Literacy & Numeracy Week activities: Mathletics; Reach for the Stars; Spellodrome
- Cowboys in the Classroom
- Science Sparks, Science on the Oval @ Babinda P-12 School and CY Science Fair
- Advanced Band Day at Bentley Park College
- Instrumental Music Cluster Concert Day
- Chillagoe Camp
- ICT Bootcamp
- League Tag Innisfail Comp
- University Of NSW Competitions

**SCHOOLS:**
- Parent Information Evening
- Babinda Harvest Festival
- Coles ‘Sports for Schools’ vouchers
- Clever Network Schools
- BER commencement

How Information and Communication Technologies are used to assist learning We aim to challenge every member of our school community to integrate ICTs in ways that enhance teaching and learning as an integral part of our curriculum delivery. Our Key Activities include identifying existing materials and units available for Year levels and KLAs. We have broadened our access to a much wider range of technologies and are becoming more confident and familiar with these throughout the year.

Social climate

One of the unique qualities of our small school is the caring, sharing attitude that students, staff and parents have towards each other. We foster a closely knit community within a safe, tolerant and disciplined learning environment.

Parent, student and teacher satisfaction with the school

In general, parents, students and staff are satisfied with what happens in our school and we continue to challenge what we do and aim to improve in all areas whenever possible.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education.

Parents are invited and encouraged to participate in many school activities with assistance in the lower grades remaining well supported. Parents are kept informed of all activities via a weekly newsletter and other notes. Many parents interact with us on a daily basis and this helps to contribute to the general wellbeing of the school as they see what happens and participate in activities. P&C meetings are well supported and act as a bouncing board for many ideas.

Reducing the school’s environmental footprint

Miriwinni State School was involved in the statewide ‘EnergyWise’ Program several years ago. Since then, our school has made major efforts to reduce our environmental impact. We have found that small, but consistent steps lead to major reductions in energy costs. We have added 8 solar panels to Block A and increased our undercover areas. However, the greatest impact is that which makes our students ‘think’ about sustainability and how they can be involved on a daily basis.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity kWh</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$8,487</td>
<td>$4,955</td>
<td>$0</td>
<td>$2,889</td>
<td>$439</td>
<td>$0</td>
<td>$204</td>
<td>25,459</td>
<td>426</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$7,316</td>
<td>$3,730</td>
<td>$0</td>
<td>$0</td>
<td>$468</td>
<td>$0</td>
<td>$3,118</td>
<td>21,791</td>
<td>291</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>16%</td>
<td>33%</td>
<td>N/A</td>
<td>N/A</td>
<td>-6%</td>
<td>N/A</td>
<td>-93%</td>
<td>17%</td>
<td>46%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

![Diagram showing the percentage of highest level of attainment]
Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $9468.00.

The major professional development initiatives were as follows:

**WORKFORCE:**

- First Steps in Math Tutor Training
- Grammar – one week course - 2 teachers
- ICT in the Tropics – teacher aide
- Principals eLearn Prac on Sunshine Coast
- Science Sparks PD – Y4-7 Teachers
- OneSchool R3

The involvement of the teaching staff in professional development activities during 2010 was 100%.

**Average staff attendance**

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2010.

**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 2010 school year.
**Key student outcomes**

**Attendance**

The average attendance rate for the whole school as a percentage in 2010 was 95%.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>94%</td>
<td>97%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class Rolls are marked twice daily. Absences are recorded on SMS and followed up with parents by phone or note if there are concerns.
Achievement – Years 3, 5, 7, and 9

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 MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

The attendance of Indigenous students at Miriwinini State School reflects that of Non-Indigenous at around the 95% mark. We have identified and implemented strategies to focus on performance.