Principal's foreword

Introduction

In 2012 every school in Queensland is required to publish information about the school and its educational outcomes for the 2011 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 2012 school year

Mirriwinni State School, servicing the township of Mirriwinni, 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 Mirriwinni and the nearby semirural districts of Woopen Creek, Waughs Pocket and Bramston Beach. The community is characterised by a fairly diverse socioeconomic range.

Mirriwinni 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.

School progress towards its goals in 2011

Some major achievements in the 2011 school year based on our Operating Plan School Priorities:

A Whole School approach to Literacy was further developed - reading, comprehension and vocabulary.

We developed and made explicit the principles on which our reading program was based. Explicit work in vocabulary development was a focus for every teacher.

Students in the upper two NAPLAN Bands were targeted in Literacy and Numeracy.

We continued to sustain 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.

**Future outlook**

In 2012, we will:

- Adopt the C2Cs in English, Maths and Science using Multi-age Units. Explore Distance Ed Units. Ensure teaching and learning is deep and meaningful. Make it better, don’t do anything just for the sake of it!

- Mathematics - Minimum expectations for Number Facts across year levels. Whole school focus; discussions; sharing of teaching strategies, resources.

- All teachers will have received targeted, focused feedback on their teaching practice at least once during each term.

- School to fund third teacher position, which we lost on Day 8. This is a strategic resourcing option which we feel best helps our school make a difference in 2012.

- High expectations for all students. Monitor growth through student tracking & Individual student goal setting for routine classroom assessments.

- Student goals are developed by the end of Term 1.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>23</td>
<td>35</td>
<td>97%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

- In 2011, Mirriwinni State School had an indigenous population of around 16%.
- 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 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>18</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>22</td>
</tr>
<tr>
<td>All Classes</td>
<td>19.3</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>
Our school at a glance

Curriculum offerings
Our distinctive 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
LEARNING:
- Reader’s Cup Challenge
- National Literacy & Numeracy Week activities: Mathletics; Spellodrome
- Picasso Cow Project – Dairy Farmer’s Australia
- Science Sparks
- Advanced Band Day at Bentley Park College
- Instrumental Music Cluster Concert Day
- ICT Bootcamps
- League Tag Innisfail Comp
- University Of NSW Competitions
- Instrumental Music
- District Sport

SCHOOLS:
- Parent Information Evening
- Babinda Harvest Festival
- Coles ‘Sports for Schools’ vouchers
- Website for Schools Project
- BER completion – new Library

How Information and Communication Technologies are used to assist learning
Students use a balance of technology and explicit teaching to research, record, investigate and demonstrate knowledge. Students use a mix of inquiry based research, web based sites and multi-media applications to enhance their learning opportunities.

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.

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 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>89%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>86%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>96%</td>
</tr>
</tbody>
</table>

DW – Data withheld
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

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Mirriwinni State School has continued with 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.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>23,496</td>
<td>368</td>
</tr>
<tr>
<td>2010</td>
<td>25,439</td>
<td>426</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-8%</td>
<td>-14%</td>
</tr>
</tbody>
</table>
Our staff profile

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>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $4000.

The major professional development initiatives are as follows:

- Using data to improve student outcomes
- Website for Schools
- Numeracy – mental strategies

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

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 2011 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.

Where it says ‘Search by school name’, type in the name of the school 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 given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 95%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<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>
</tr>
</thead>
<tbody>
<tr>
<td>96%</td>
<td>93%</td>
<td>94%</td>
<td>97%</td>
<td>95%</td>
<td>97%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Graph]

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.

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.
Performance of our students

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

In Semester 1 2011, the attendance rate for indigenous students at this school was 100%. There were no indigenous students in year 3 and therefore no data on Closing the Gap report.