# Miallo State School

# ANNUAL REPORT
## 2016

**Queensland State School Reporting**

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

*Every student succeeding. State Schools Strategy 2016-2020*
Department of Education and Training

# Contact Information

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# School Overview

Miallo State School is more than an award-winning school - more than a record of high achievement in academics, sports, arts and student leadership. We are a family-orientated school over 100 years old where traditions are valued and innovation is embraced. Our school is considered a leader in the field of explicit teaching pedagogy. Winning the 'Network Ten Excellence in the Early Phase of Learning Showcase Award' twice for the FNQ Region is a testament to our outstanding work in this field. Miallo State School values:

o Tradition

o Academic performance

o High expectations

Having high expectations is reflected in all that we do, from bookwork to behaviour to academic performance. Our early phase of learning students' results are excellent, and our NAPLAN results indicate that our students are performing 'similar to or above' the Nation in all areas.  Much of our success is attributable to our:

o Emphasis on traditional values including strong discipline, respect, manners, honesty and friendship

o High expectations in student academic performance, behaviour and bookwork

We are very fortunate to have a strong family feel and a supportive community, and a dedicated, experienced and caring staff. Our staff are constantly striving to enhance their teaching skills and knowledge, to deliver the most engaging, quality curriculum possible. Within the Far North Region of State Schools, Miallo is seen as a leading school in terms of explicit instruction pedagogy and school improvement. Our school has presented at conferences in both our Region, Central Queensland and Brisbane (State Conference) and we regularly welcome teachers and Principals into the school to observe quality explicit teaching. Video footage our some of our teachers is also used across the Region to assist other schools in their journey of explicit teaching. Our students have a reputation for moving on to high school well prepared, courteous and with excellent leadership skills. We also produce students who excel in various sporting fields, visual arts, dance and instrumental music.

# Principal's Foreword

## Introduction

This report outlines aspects of our school's progress, and highlights our achievements as it relates to 2016, and provides an overview of our priorities for 2017.  It contains information regarding our students, staff and community.  In particular, it outlines our progress towards goals, future outlook, enrolment figures, class sizes, school disciplinary absences and staff qualifications.  It also contains information pertaining to the School Opinion Surveys and the how our Year 3 and 5 students performed in the NAPLAN tests.

| 2016 Improvement Agenda | Progress towards completion |
|---|---|
| ✓ **Improve teaching**<br><br>Implement quality differentiated curriculum<br><br>Develop teacher capability<br><br>Differentiation | Miallo curriculum overview and school programs implemented [mapped to National Curriculum]; we became a launch school for digital technologies curriculum; professional development provided on differentiation, writing and digital technologies provided; Miallo Teaching Capability Framework systems including coaching were implemented; 2016 Upper School Advancement Plan enacted: differentiating for our top students a priority. |

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| ✓ Data-based decision making and accountability systems | The school has a strong culture of this, and these systems continue to be refined and embedded: PDPs align to school agenda; data meetings held twice term; and data analysis conducted at school, cohort, class and individual level. |
|---|---|
| ✓ **Connecting parents and caregivers with their children's learning**<br><br>Coordinate school events that encourage parent participation<br><br>Share positive news stories<br><br>Promote explicit teaching of behavioural expectations and well-being | Continued with successful community events including Under 8s, Meet and Greet, M Factor, weekly parades, concert and parent reading workshop. Trialled 'cuppas after parade'. Implemented new 3-way student reporting conferences successfully. Introduced monthly Postcards from the Principal. Extended bank of PBS weekly focus posters; reintroduced well-being program during RI time and Social Justice program embedded. Held our first ever school Swimming Carnival. |

**Future Outlook**

Our focus for 2017 is clearly defined in our School Improvement Priorities detailed in the school's Annual Implementation Plan. They include:

Improve Teaching

Extend and structure 'Extension Spelling' [beyond WTW] for Years 4-6
Implement Upper School Advancement Plan 2017
Look at differentiation offerings for extension students both within and beyond their classroom

Refine and embed data-based decision making and accountability systems

It is evident from our 2016 data that students are happy and well behaved at our school, and our data in both literacy and numeracy is comparable to or above the Nation. However, we are committed to continuing an unrelenting focus on improvement, in effect 'raising the bar' for all student outcomes. This requires continual rigor around analysis of student data to inform our decisions.

Connect parents and caregivers with their children's learning
Continue the valued events of Miallo
Work with P&C to deliver a second 'Grandparents Day'
Trial a school-community Playgroup on fortnightly Fridays at school
Implement same-day notification reporting for absences
Review delivery of school well-being program

We will have high expectations of all students and make data-driven decisions, using the latest research. We unpack what high expectations means in our school, from behaviour, to bookwork presentation to academic results. These are drivers in our school, and our practice, staff meetings and professional development are all geared toward these. Formal coaching is an important element of improving our pedagogy, in addition to the development of high goals in literacy and numeracy for all classes.

While we are a high expectations explicit instruction school focused on academics, it is imperative to us that we have well-rounded students who are respectful and considerate, well-mannered and well behaved. We endeavour to provide our students with a range of learning and social opportunities. In 2016, we introduced a range of additional offerings for our Year 4-6 students, to cater for their varied interested and abilities.

## Our School at a Glance

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## 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** | 195 | 83 | 112 | 18 | 94% |
| **2015\*** | 174 | 72 | 102 | 8 | 90% |
| **2016** | 175 | 69 | 106 | 10 | 96% |

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
In 2016, 40% of our students were female and 60% male. Our enrolments have been more stable since being Enrolment Managed from 2014. Our Indigenous population was 6%. Most of our students' families are involved with agriculture or tourism and many come from families that have a long history in the local area. Many students come from rural backgrounds however, we also have many that reside in the town of Mossman and others from surrounding areas including Port Douglas, Julatten and Wonga. The ICSEA [index of community socio-educational advantage] factor for our school is 1022 – this is the second consecutive year that it has been above 1000.

### 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 | 20 | 22 | 23 |
| Year 4 – Year 7 | 22 | 22 | 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
We deliver units based on the National Curriculum to deliver the Key Learning Areas of English, Maths, Science, Technology, Geography, History, The Arts, Languages Other Than English (Japanese) and Health and Physical Education. In addition to these Key Learning Areas, Miallo State School offered the following distinctive curriculum offerings:

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✮ Instrumental Music Years 3-6 (Strings, Brass, Woodwind, Percussion)

✮ Support programs for Students with Special Needs or require Early Intervention

✮ Focus on literacy and numeracy

✮ Swimming program [Term 4]

✮ Interschool Sports Years 4-6

✮ Athletics' Day, Ball Games, Cross Country & Swimming Carnival

✮ Student Leadership Camp and Program

✮ Student Representative Council

✮ School Choir

**Co-curricular Activities**

Extra curricula activities include:

✮ The M Factor (Talent Quest)

✮ Excursions P-6 [minimum one per class]

✮ Fire Education Program P-1

✮ NAIDOC Day activities led by community elders or teachers

✮ School ANZAC Ceremony and Port Douglas ANZAC Day March

✮ Westpac Maths and International Competitions and Assessment for Schools [ICAS] in Maths, English and Spelling

✮ Under 8s Day

✮ Class Camp for Years 6

✮ Eisteddfod and Music Camp (instrumental music students)

✮ Discos

✮ Arts' Council Performances

✮ Artist in Residence every year [Drama: Humunculus Theatre in 2016]

✮ Whole-school Reward Days (SWPBS) each term

✮ Weekly Religious Instruction (RI)

✮ Year 4-6 Electives: whereby students nominate for and attend a weekly lesson in one of the following: Woodwork; Technology; Environmental Warriors; Dance; Visual Art; Gym and Tricking; Sport; or Musical Theatre.

**How Information and Communication Technologies are used to Assist Learning**
The use of ICTs is integral to learning at Miallo State School. The school has a fully equipped computer lab as well as computers located in each classroom. All computers are fully networked and connected to the internet. Every class has a functioning Interactive Whiteboard, ipad and computers. Our bandwidth was upgraded in 2016 which has had positive benefits to learning across the school. All teachers use a laptop computer for their everyday planning and teaching as part of the Computers for Teachers program. Weekly ICT specialist lessons for all students were also provided by the class teacher in the computer lab and this was often integrated into other Key Learning Areas. A weekly Technology Club is also available for students one lunchtime a week.

# Social Climate

**Overview**

At Miallo State School, we believe all students have the right to learn and feel safe, respected and happy in a supportive and socially just environment. A high emphasis is placed on the relationship of staff with students, and students with each other.  We are a School Wide Positive Behaviour School, in which social skills, good manners, tolerance and good citizenships need to be developed through explicit teaching and modelling, with an understanding that students are accountable for their own behaviour.  Disruptive behaviours that interrupt learning and bullying [or other unsafe behaviour], are not tolerated at our school. Reports from students or parents of this occurring are followed up at the first instance and we are considered strict but and fair.  We make efforts to reward good behaviour with whole-school and individual classroom reward systems in place.

A strong sense of community is also present at our school, whereby students, staff and families support one another and work towards a common goal.  A Guidance Officer, Students with Disabilities teacher, Speech Language Pathologist, learning support staff and School Psychologist also visit the school to provide support to students and staff where needed, through developed programs and strategies.  Our school community values people, facilitates learning and continually questions our organisational and pedagogical practices.  There are open lines of communication.  We measure our progress by external and internal benchmarks and staff are committed to recognising, rewarding and celebrating achievement.  The school exists to support student learning and the role of each staff member is designed to best achieve this.

Parent Opinion Surveys place us highly in aspects relating to school climate, safety and behaviour.

**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) | 100% | 100% | 100% |
| this is a good school (S2035) | 100% | 100% | 97% |
| their child likes being at this school* (S2001) | 96% | 100% | 97% |
| their child feels safe at this school* (S2002) | 100% | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 100% | 100% | 100% |
| their child is making good progress at this school* (S2004) | 96% | 100% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 96% | 94% | 97% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 100% | 100% |
| this school takes parents' opinions seriously* (S2011) | 96% | 100% | 100% |
| student behaviour is well managed at this school* (S2012) | 93% | 100% | 97% |
| this school looks for ways to improve* (S2013) | 100% | 100% | 100% |
| this school is well maintained* (S2014) | 100% | 100% | 100% |

**Student opinion survey**

| Performance measure | | | |
|---|---|---|---|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 100% | 98% | 96% |

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| Performance measure | | | |
| --- | --- | --- | --- |
| **Percentage of students who agree# that:** | **2014** | **2015** | **2016** |
| they like being at their school* (S2036) | 100% | 97% | 91% |
| they feel safe at their school* (S2037) | 100% | 97% | 98% |
| their teachers motivate them to learn* (S2038) | 97% | 98% | 96% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 97% | 97% | 100% |
| teachers treat students fairly at their school* (S2041) | 97% | 92% | 95% |
| they can talk to their teachers about their concerns* (S2042) | 97% | 92% | 93% |
| their school takes students' opinions seriously* (S2043) | 97% | 92% | 93% |
| student behaviour is well managed at their school* (S2044) | 89% | 90% | 93% |
| their school looks for ways to improve* (S2045) | 97% | 98% | 98% |
| their school is well maintained* (S2046) | 100% | 95% | 96% |
| their school gives them opportunities to do interesting things* (S2047) | 97% | 92% | 98% |

**Staff opinion survey**

| Performance measure | | | |
| --- | --- | --- | --- |
| **Percentage of school staff who agree# that:** | **2014** | **2015** | **2016** |
| they enjoy working at their school (S2069) | 94% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 94% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 94% | 92% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 92% |
| students are encouraged to do their best at their school (S2072) | 94% | 100% | 100% |
| students are treated fairly at their school (S2073) | 94% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 94% | 100% | 100% |
| staff are well supported at their school (S2075) | 94% | 100% | 100% |
| their school takes staff opinions seriously (S2076) | 94% | 100% | 100% |
| their school looks for ways to improve (S2077) | 94% | 100% | 100% |
| their school is well maintained (S2078) | 94% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 94% | 100% | 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**

At Miallo we strongly value the key partnership role that our parent community plays in assisting our students in achieving their best and being happy at school.  We strive to nurture this and we have implemented a range of strategies to ensure our parents are well informed and involved.  All parents are encouraged to play fundamental roles in shaping the school direction, programs and activities. We encourage parents to attend parent workshops, meetings for Individual Curriculum Plans or Behaviour Plans and encourage regular communication with their child's teacher.  Adjustments to assist students to fully participate in school are in consultation with parents.

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Students and their families are the focus of the school and we value developing and maintaining relationships.  Our school enjoys a significant level of voluntary help both within the classrooms and on camps/excursions.  Our P&C consists of a small but active group of supportive and dedicated parents.  Our P&C Committee provide regular assistance to the school.  Not only do they assist with resourcing the school and providing opportunities for our students, but they are integrally involved with the strategic decision-making for our school and play a crucial role in ensuring our students receive a high quality education.

Along with the Student Council and P&C, Miallo provides opportunities for parents to take on a role in groups such as providing transport to sporting events/excursions, tuckshop, volunteering to assist with electives, excursions or volunteering with reading or another important area in classrooms.  Many of our parents assist in the lower school to ensure our students read their take-home reader to an adult each morning so that they are reading a known text for homework.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

We explicitly teach students to be safe and respectful to themselves and to others.  The school has also used the School Psychologist to conduct weekly 'Friendship Groups' for identified female cohorts in the school, focusing on self-esteem, resilience and conflict resolution.  Teachers implement a Well-Being program during RI instruction time, which is a combinations of the 'Virtues', 'Being Me' programs.  Protective Behaviours are reinforced through an annual 'Bravehearts' performance to P-3 students.  Teachers are trained annually in identifying and responding to student suspected abuse.

### 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 | 5 | 2 | 2 |
| 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

The Power Olympics was continued in 2016, whereby students monitored electricity use and wastage.  As a Reef Guardian school, students also attended the Eco Challenge held by GBRMPA and Environmental Warriors is one of our Year 4-6 Electives.  School encourages rubbish free lunchboxes and food scraps are fed to the school chickens.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|---|---|---|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 59,636 | 698 |
| 2014-2015 | 58,709 | 1,825 |
| 2015-2016 | 60,059 | 506 |

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| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|---|---|---|
| **Years** | **Electricity**<br>**kWh** | **Water**<br>**kL** |

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.**



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 | 16 | 12 | 0 |
| Full-time Equivalents | 12 | 6 | 0 |

## Qualification of all teachers

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| TEACHER* QUALIFICATIONS | |
| --- | --- |
| **Highest level of qualification** | **Number of classroom teachers and school leaders at the school** |
| Doctorate | 1 |
| Masters | 1 |
| Graduate Diploma etc.** | 1 |
| Bachelor degree | 11 |
| 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 $16 666. In addition, a Teaching and Learning Coach was employed at 0.8 for part of the year to provide professional development and coaching at a cost of $33 000. Total cost for professional development for 2016 was $49 666.

The major professional development initiatives are as follows:

o   Employment of a Teaching and Learning Coach at 0.8 for Term 1 – mid Term 2
o   Ways of Working – working collaboratively with Mossman SS with our teachers mentoring their staff and mutual observations/visits per term
o   Inservice on digital technologies curriculum; differentiation for extension students; problem solving; spelling.
o   School and cluster writing moderation.
o   7 Steps Writing
o   Prep Reading and Writing
o   Warm Ups
o   Handwriting and Grammar [for teacher aides]
o   Gifted and Talented Education
o   Autism Spectrum Disorder
o   Behaviour Profiling and ESCM
o   Alison Davis:  Fluency

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% | 97% |

**Proportion of Staff Retained from the Previous School Year**
From the end of the previous school year, 83% of staff was retained by the school for the entire 2016.

## Performance of Our Students

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# 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). | 94% | 94% | 95% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 83% | 82% | 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 Primary schools was 93%.
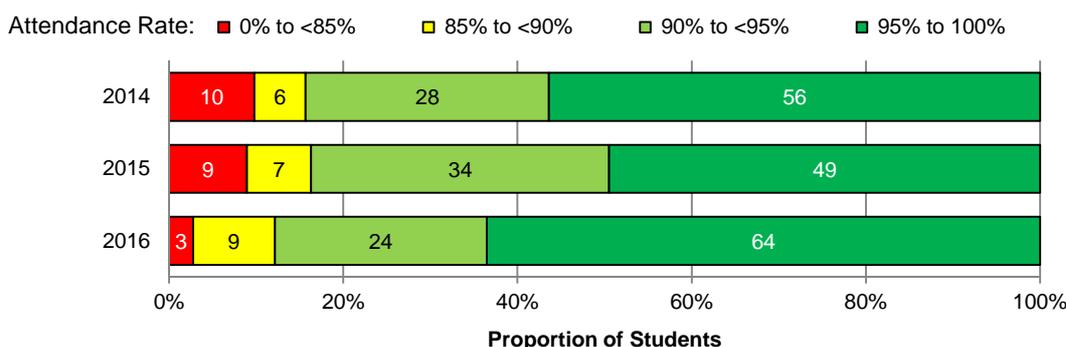
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year Level** | **Prep** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** |
| 2014 | 95% | 94% | 95% | 96% | 93% | 93% | 92% | 92% | | | | | |
| 2015 | 96% | 92% | 93% | 94% | 94% | 93% | 94% | | | | | | |
| 2016 | 94% | 96% | 95% | 96% | 96% | 95% | 96% | | | | | | |

*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:



Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

- 2014: 10 | 6 | 28 | 56
- 2015: 9 | 7 | 34 | 49
- 2016: 3 | 9 | 24 | 64

Proportion of Students

### 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.

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.

Miallo implemented the Far North Queensland Region's Attendance Strategy. Rolls are marked manually twice daily data entered onto OneSchool twice per week. In Term 4, the school implemented 'Same Day Notification' system for unexplained absences: each class notifies office of any unexplained

absences by 10:15am, at which point office staff phone parents. This system appears to work well in our school.

To improve attendance, 100% and 95% or above attendance awards were given out to students each semester. We also glue a Term Attendance Report into student diaries each term, so that students and their parents are aware of how many days of school they have missed, and the percentage that this translates to. The school has introduced Friday electives for Year 4-6 students [or Fun Fridays for P-3] to increase attendance on Fridays. Overwhelming, the majority of unauthorised absences relate to students going on holiday with their parents during term.

Letters were also sent home to parents of students with very poor attendance, which details how many days they have been absent for the term and outlining the impact this could have on their learning.

## 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
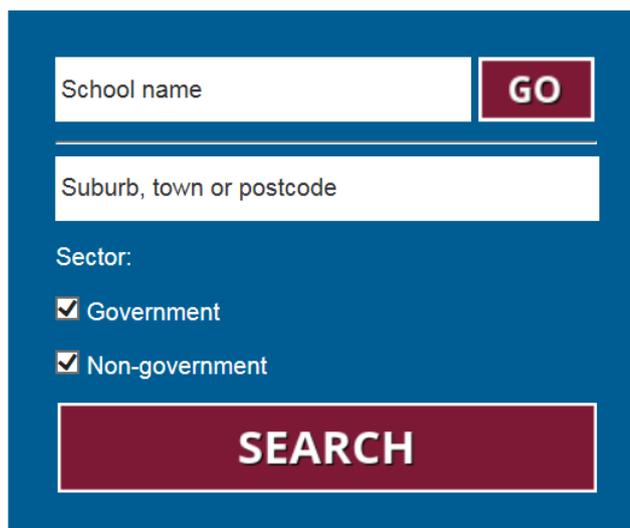
| | |
|---|---|
| School name | **GO** |
| Suburb, town or postcode | |
| Sector: | |
| ☑ Government | |
| ☑ Non-government | |
| **SEARCH** | |

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 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

2016 was a successful year for Miallo, with major bodies of work being implemented:

We extended our LOTE [Japanese] program from Year 5-6 to Prep to Year 6, one of the few schools in our Region to offer LOTE from Prep.

Our Advancing Upper School Plan involved a number of elements and initial student data and feedback is very positive. This includes the introduction of electives for our Year 4-6 students, and

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upper teachers taking of a KLA to teach to all Year 4-6 students, similar to a Junior Secondary model.

Another element, is differentiation for extension students. We considered this an important piece of work, being that we have a successful intervention program for students requiring additional support running for a number of years. Our 'Extension @ Miallo' outlines the opportunities we have in place to support our top performing students.

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