Two Mile State School

ANNUAL REPORT
2017

Queensland State School Reporting

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Department of Education

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School Overview

Two Mile State School is a small school offering year levels from Prep-6. We are located just on the outskirts of Gympie but still a stone's throw from the CBD. We draw students from the surrounding area and from all over Gympie. People are attracted by our reputation and good standing in the community.

At Two Mile we provide high-quality education that makes a positive difference to the lives of young Queenslanders. Our core values focus on being respectful, being responsible and being safe. We achieve these through the support of our community in insisting on these values in all aspects of students' academic, social and individual development. In doing so, we support our students through careful monitoring of their growth and data that we collect through internal, systemic and national sources. We respond to such data by designing teaching and learning programs that are interesting and stimulating. In conjunction with this, we design and implement intervention and extension at all levels. This includes working one on one with students, or in small groups. We are assisted in this process by having small class sizes and deploying specialist and support staff on a needs basis, as well as maximising teacher aide time available in classrooms.

Our students also participate in a range of off-campus activities to nurture their growth. We match these to individuals to ensure we are addressing their interests and needs and relating this to the broader community. Our results speak for themselves, in national testing, representation in sports and success in academic and arts competitions. We regularly have representation in local, zone and State sporting teams. In addition, we are champions in local competitions including maths team challenges, choir and others.

We also nurture responsibility and active citizenship through our environmental management plan as we aim to reduce our ecological footprint. We are active recyclers and we promote engagement in the natural environment through gardening, maintenance of our fruit trees and caring for our chooks! We aim to provide the breadth of experiences provided by larger schools with the family feel of a small school. We are fortunate to have an active and supportive P&C and parent/community groups which work alongside staff in a positive and productive partnership. Positive relationships and buddying between older and younger students ensure a 'family feel' to our school. Two Mile's strength is built on these aspects and strong traditions that keep the Two Mile spirit alive.

Principal's Foreword

Introduction

This report provides an overall picture of our school achievements for 2017. We continue to celebrate successes and look for ways to improve what we do and how we do it. This is achieved through the combined efforts of our staff, students, parents and school community. We celebrate that all groups work together in promoting a safe, challenging environment that not only achieves academic results but prepares students for their future.

This report outlines our progress in relation to a number of aspects of our school. Data relates to student performance, client satisfaction, attendance of staff and students, the makeup of our workforce and community, and a sharing of the range of opportunities that Two Mile offers.

We take pride in the achievements of our students, little and big. We read their results in context of individual, class and school achievement, and accordingly use this information to continually review what we are doing and look for ways to improve. Our focus, to accept the challenge of catering for each child, drives our thinking and commitment to providing a range of programs in a range of fields including academic, sporting, arts and social development. We have a whole school reading program, and every student engages in guided reading and spelling in small groups for an hour per day/four hours a week. We believe that reading underlies achievement in all subject areas, and we have seen positive results for all students as a result of this investment.

As a school community we recognise the importance of and value greatly students' self-awareness and self-esteem. At Two Mile State School we use the structure of Positive Behaviour for Learning to teach appropriate behaviour in the context of our values and expectations. These are reflected in all we do and in our day to day interactions with each other: be responsible, be respectful and be safe. Our parent body is active in all aspects of school life in classrooms, committees, our P&C and engagement at home. We believe that this commitment and partnership between parents and school demonstrates to the students the importance of learning and developing as active and informed citizens.

Two Mile State School staff are who make this school the school it is. Their ongoing professional and genuine commitment and ability to provide and promote an excellent learning environment is more than commendable; they are a major reason that we continuously improve in many ways and I thank them for being an outstanding group of educators. We do not take the responsibility of educating your children lightly, and thank parents both current and future for placing their children in our trust.

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School Progress towards its goals in 2017

School Improvement Plan	Status
Continue implementation of whole school reading programs and daily guided, developmental reading small group sessions.	Ongoing
Continue Spelling Mastery as whole school spelling program and daily, guided, developmental reading small group sessions.	Ongoing
Develop a whole school developmental approach to number teaching in mathematics.	Continuing to be a part of the Numeracy Diagnostic project with 6 other (larger) schools. Ongoing.
Continue implementation of Australian Curriculum.	Ongoing, but a more explicit cycle needs to be designed and implemented across all year levels.
Ensure all programs in literacy and numeracy are data driven and pedagogically effective.	Data meetings are becoming more frequent in the meeting cycle and will continue in 2017.
Seek further opportunities for students in Upper Two Bands.	Cycle is embedded utilising BSDE IMPACT Programs and commercially available programs such as Reading A – Z and Seven Steps to Writing Success.
Further implement and embed Positive Behaviour for Learning.	Positive Behaviour for Learning continued to be actively implemented across the school.
Establish regular coaching and feedback for teachers and teacher aides.	Teaching and Learning Professional Calendar has been established to promote coaching and feedback, including by Regional HOD.
Continue performance planning cycle with all staff.	Cycle embedded.
Continue parent participation programs and establish a playgroup.	Playgroup is established and is a successful and integral part of our school.

Future Outlook

The Annual Improvement Plan for 2018, concentrated around a sharp and narrow focus for improving writing and numeracy, includes the following:

School Improvement Plan	Status
Collect and triangulate Writing data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff.	Ongoing
Continue Spelling Mastery as whole school spelling program and daily, guided, developmental reading small group sessions.	Ongoing
Develop a whole school developmental approach to number teaching in mathematics.	Continuing to be a part of the Gympie Maths Alliance project with 6 other (larger) schools. Ongoing.
Continue implementation of Australian Curriculum.	Ongoing, continue to develop a more explicit cycle to be designed and implemented across all year levels.
Ensure all programs in literacy and numeracy are data driven and pedagogically effective.	Data meetings are becoming more frequent in the meeting cycle and will continue in 2018.
Seek further opportunities for students in Upper Two Bands.	Cycle is embedded utilising BSDE IMPACT Programs and commercially available programs such as Reading A – Z and Seven Steps to Writing Success.
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Continue parent participation programs and establish a playgroup.	Playgroup is established and is a successful and integral part of our school.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	85	37	48	17	86%
2016	87	32	55	18	96%
2017	81	33	48	15	80%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
Our students come from a variety of cultural, social and economic backgrounds. All families subscribe to our core values and encourage their children to be respectful, responsible and safe.

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	21	20	20
Year 4 – Year 6	15	20	23
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Differentiation
• An Individual student report provided parents with overall achievement in each of the key learning areas. Written reports were provided to parents at the end of Term 2 and 4, with parent-teacher interviews offered.
• Literacy Blocks across the school to support the explicit teaching and 'love of' reading. All students participate in 30 minute small group guided reading at their level, four times a week
• Spelling Mastery is implemented across the school as a developmental approach to the teaching and learning of spelling to cater for all developmental stages. All students participate in 30 minute small group focussed spelling at their level, four times a week.
• To further cater for individual needs we implement Individual Curriculum Plans, Inclusion for special needs children with our Special Education Teacher, and Learning Support Programs.

Student Welfare and Personal Development
- School Wide Positive Behaviour Support program
- Student leadership programs, including Student Council made up from class representatives across the school and our Captains and Senior Leaders.
- Excursions and School Camps (senior camp at North Keppel Environmental Education Centre), High Ropes)
- Swimming Program across the school
- Twelve Minute run in the cooler months – students set their own goals and receive individual and team points. This promotes daily physical activity and overall fitness.

Arts and Culture
- Eisteddfod coaching and paid entry fee
- Stephanie Alexander Kitchen Garden Program – students grow fresh produce, harvest it, cook and share food around the dining table
- School funded Rock Band opportunity – instrumental and vocal
- Instrumental Music Program – guitar, keyboard, drums are offered on a user pays basis
- Choir

Co-curricular Activities
- Choir
- Rock Band
- Participation in extension activities such as University of New South Wales academic competitions, extensions schools at James Nash State High School in conjunction with the University of Sunshine Coast
- Extension via online programs
- Mathematics Team Challenge
- Sports Gala Days
- Lunchtime Clubs - organised and run by students
- Participation in community events e.g. ANZAC march
- Leadership opportunities
- Engineering Day teams

How Information and Communication Technologies are used to Assist Learning
Two Mile State School has on average 12 computers in each classroom, a ratio of 1 computer to every 2 students. This allows teachers to integrate ICT technology into their teaching and learning program on a daily basis and also caters for students with diverse needs. We also have a bank of iPads which are used to support small group and flexible learning. Students also have access to digital cameras and digital microphones. Every teaching space is equipped with a data projector which allows flexibility in delivering on-line learning programs. Examples of how computers are used the classroom include learning objects, blogs, web quests, participation in online learning opportunities, photo story and moviemaker software, animation and student presentations. They are also used as assistive technology for students with learning difficulties and/or special needs.

Social Climate

Overview
In 2017, we continued to embed our values of Be Respectful, Be Responsible, and Be Safe by scheduling the teaching of behaviours around the school and in each classroom. These lessons are scheduled so that the whole school is focussing on the same aspect at the same time. Discussions around behaviour focus on these main values and teachers explicitly name these in class discussions. They are also reinforced weekly at assembly. Students acquire points in their classrooms for behaviours that align with these core values and are rewarded with activity afternoons. They are also awarded points outside the classroom by random 'gotcha' awards in the playground. These go into a weekly lucky dip draw at assembly and end of term tallying for lunch with the Principal. Students also have the opportunity to attend reward celebrations, by reaching agreed goals for behaviour. We have also documented agreed approaches to noncompliance which allow learning to continue in classrooms rather than focus on disruption.

Staff are consistent in their approach to behaviour management, parents express above average satisfaction with the learning climate, school climate, school community relations and behaviour management. Likewise, students in their response to surveys express above average satisfaction with relationships with staff, behaviour of students, safety and being treated fairly.

Overall we have excellent responses for students feeling happy to go to this school and that this is a good school. There is a caring and supportive 'family' feel to our school that we are very careful to nurture and maintain. We like to be proactive in solving problems and are quick to address any bullying concerns that are raised with us. As part of our program we encourage the reporting of bullying as part of being responsible, enforce our consequences and work as a team to improve such situations.

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Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
their child is getting a good education at school (S2016)	92%	63%	57%
this is a good school (S2035)	83%	88%	71%
their child likes being at this school* (S2001)	83%	88%	43%
their child feels safe at this school* (S2002)	92%	88%	71%
their child's learning needs are being met at this school* (S2003)	83%	50%	57%
their child is making good progress at this school* (S2004)	92%	63%	57%
teachers at this school expect their child to do his or her best* (S2005)	92%	88%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	57%	71%
teachers at this school motivate their child to learn* (S2007)	92%	71%	86%
teachers at this school treat students fairly* (S2008)	83%	75%	57%
they can talk to their child's teachers about their concerns* (S2009)	83%	75%	86%
this school works with them to support their child's learning* (S2010)	83%	75%	100%
this school takes parents' opinions seriously* (S2011)	75%	38%	83%
student behaviour is well managed at this school* (S2012)	92%	63%	29%
this school looks for ways to improve* (S2013)	92%	75%	71%
this school is well maintained* (S2014)	83%	75%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	95%	93%	81%
they like being at their school* (S2036)	83%	88%	77%
they feel safe at their school* (S2037)	93%	93%	71%
their teachers motivate them to learn* (S2038)	90%	96%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	92%	80%
teachers treat students fairly at their school* (S2041)	81%	81%	83%
they can talk to their teachers about their concerns* (S2042)	79%	88%	77%
their school takes students' opinions seriously* (S2043)	90%	89%	77%
student behaviour is well managed at their school* (S2044)	88%	85%	70%
their school looks for ways to improve* (S2045)	95%	100%	90%
their school is well maintained* (S2046)	93%	96%	86%
their school gives them opportunities to do interesting things* (S2047)	93%	96%	97%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	92%
they feel that their school is a safe place in which to work (S2070)	100%	100%	92%
they receive useful feedback about their work at their school (S2071)	86%	85%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	92%
students are treated fairly at their school (S2073)	100%	100%	92%
student behaviour is well managed at their school (S2074)	100%	100%	92%
staff are well supported at their school (S2075)	100%	92%	92%
their school takes staff opinions seriously (S2076)	86%	100%	92%
their school looks for ways to improve (S2077)	100%	92%	92%
their school is well maintained (S2078)	100%	100%	92%
their school gives them opportunities to do interesting things (S2079)	86%	92%	92%

* 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 Two Mile State School we believe that it is vitally important that parents be actively involved, not only in their own child's education but the school as a whole. Some of the strategies we include to involve parents are:
• Weekly assembly / parade
• Consultation with parents as to adjustments to be made to students' learning if students are identified as to requiring intervention. Special Needs Committee meets regularly to identify students
• Fortnightly newsletter and Facebook – celebrating achievements and highlighting events, inviting participation
• Parent teacher interviews
• Parents and Citizens Association
• Volunteering in the kitchen and garden
• Student centred activities at school e.g. weekly assembly, Play Night, sports, disco, movie days/nights
• Parent volunteers in the classroom and at events

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

Our school community has identified the following three broad school rules / expectations to teach and promote our high standards of responsible behaviour:
• **Be Safe**
• **Be Responsible**
• **Be Respectful**

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

The expectations are communicated to students using a number of strategies, including:
• Behaviour lessons conducted by classroom teachers;
• Reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities

All staff undergo mandatory induction training in DET policies and procedures, which are reviewed annually. Online training modules are completed in Code of Conduct and Ethical Decision Making; Student Protection; Health, Safety and Wellbeing; and Asbestos Training.

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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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	7	7
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

We have installed further water tanks at the Kitchen Garden, however they were not working efficiently in collecting water so their impact should decrease in the future.
In 2014, Electricity consumption increased and were monitored and strategies sought to address the increase. Chosen strategies were successful, including the use of Solar panels as the electricity kWh in 2014-15 decreased dramatically from 2013-2014. Electricity usage increased in 2015-16 so consumption will be monitored again to determine strategies for reduction.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	21,918	1,117
2015-2016	31,673	
2016-2017	19,204	790

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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	8	7	<5
Full-time Equivalents	5	3	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	2
Bachelor degree	5
Diploma	1
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 2017 were $14,331.00.

The major professional development initiatives are as follows:

• Principal meetings

• Curriculum meetings

• Behaviour Management

• Music

• ICT

• First-Aid

• Stephanie Alexander Kitchen and Garden

• Business Manager

• Finance

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 63% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	88%

*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.

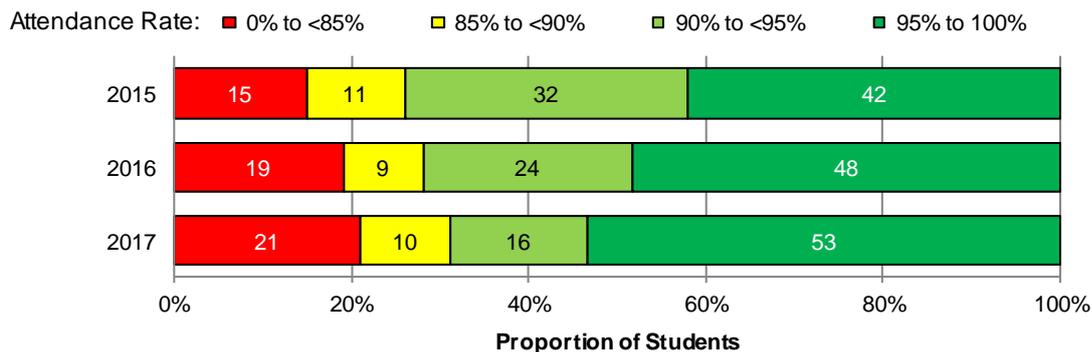The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

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
2015	93%	90%	94%	91%	93%	93%	92%						
2016	90%	91%	92%	94%	88%	93%	93%						
2017	94%	93%	93%	91%	94%	89%	88%						

*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:

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	15	11	32	42
2016	19	9	24	48
2017	21	10	16	53

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.

• Proactive Strategies including personal points for attendance, personal and team point for school activities such as 12 minute run.
• Class rolls are marked on a daily basis by classroom teachers. Parents/carers of students who are absent for 2 consecutive unexplained were contacted by administration staff to provide a reason for absence. Formal letters are issued to families of children with unexplained absences of 2 days or more.
• We work with individual families in supporting them in improving attendance.
• "Every day Counts" is supported and encouraged through the newsletter, Facebook and at assemblies.

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.

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