

Milton State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

At Milton State School we are determined as a community to create a '**Tradition of Excellence**' in every aspect of school life. We strive for the development of the whole person in every child to be a well-balanced citizen with an inquiring mind and a healthy body.

Our school educative purpose is that 'we seek to prepare students for a future characterised by complexity and change. **We aim for our students to be working in the 'Learning Zone'; constantly challenged and inspired.**'

We have a diverse range of academic, cultural, sporting and social program opportunities for the school community in which to engage. Our school is very much community based as it is at the centre of the Milton community and is accessible through numerous adult and student learning programs, which have been developed and refined over many years.

We are proud of our history and communicate this through our school programs and events whilst also ensuring that we are developing learners for the 21st Century. We aim to create an environment in which our school and wider community is embraced and engaged in the richness of learning and to develop an understanding that we are delivering a world class curriculum for our future generations.

In 2014 we look to the significant celebration of our 125th Anniversary as a school, providing high quality education for our local community and investigating the possibility of becoming an Independent Public School (IPS)

I trust that you find the information contained in this report about our school informative and enlightening. Please do not hesitate to contact me personally should you have any questions related to our school.

Kind regards

Paul Zernike
Principal

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School progress towards its goals in 2013

EDUCATIVE AND MORAL PURPOSE:

At Milton State School we seek to prepare students for a future characterised by complexity and change.

We aim for our students to be working in the 'Learning Zone'; constantly challenged and inspired.

We focus on PRECISION, PERSONALISATION & PROFESSIONAL LEARNING

Our "**Big Rocks**" are those things that are important to us as a school community and will enable us to achieve our educative/moral purpose. They describe the strategic focus that the school will take in an ongoing capacity to achieve the best possible outcomes for all students.

ACTIONS:

- **Child-Centred through Diversity and Differentiation**

Our school community always begins every action with the thought ... "how does this impact on our children and their learning." We recognise that our students come to school with unique talents, experiences and backgrounds and as such we provide opportunities to enhance their preferred modes of learning.

- **Innovative Teaching and Learning for the 21st Century in a Professional Learning Community**

We grow young minds in challenging ways, encouraging risk taking and accepting mistakes as opportunities for learning. We challenge and support each other as we continually enrich our repertoires of practice.

- **An Emotionally, Socially, Physically – Healthy Environment**

We are empowered to take risks, respond positively to challenges and value the contributions of all.

- **Developing our Community through Active Citizenship**

Milton continues to be the hub of the community, encouraging parents and community members to be strong partners in the life of our school. We recognise the importance of skilling our children so that they contribute effectively to global society.

Key areas for improvement as defined in the Annual Implementation Plan for 2013.

Literacy & Numeracy Strategies –

Numeracy-focussed learning groups for maths (Year 4-7), and improved teaching and learning-focus on Number through- First Steps training & Natural Maths philosophy and Mathletics.

Literacy- focus on reading comprehension and spelling- implementation of a range of strategies to improve student understanding.

Implementation of the Australian Curriculum- English, Mathematics & Science and the Curriculum to Classroom support documents from Education Queensland.

Ongoing strategies which support the maintenance of high performance across NAPLAN and school based assessment.

Professional Learning Program: 'Watching Others Work' time, Learning Circles, Curriculum Café, conferences, seminars- professional learning conversations with all staff. Coaching program. Moderation.

Peer Support Program focussed on conflict resolution for students- Playground Rangers

Continue to create a sense of community and positive school climate with greater emphasis on confidence in public education.

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Future outlook- 2014

At Milton we have a very clear and explicit improvement agenda across the school in consultation with the school community:

- 100% of students at or above NMS READING, SPELLING & NUMERACY (Number)
- Implementation of the Australian Curriculum through the C2C documents with a focus on History
- Refinement of a School Mentor/ Coaching Program including structures for data sharing and dissemination, feedback and performance monitoring.
- Embed the Teaching and Learning Framework across the school to develop highly effective pedagogical practices.
- A commitment to the 21st Century Learning Agenda and the embedding of ICT into pedagogical practice.
- Increase the number of students in the upper two bands in Reading, Numeracy and Spelling in NAPLAN as below over a 2 year period:

Reading	<u>Target increase</u>	Numeracy	<u>Target increase</u>	Spelling	<u>Target increase</u>
Year 3	62%-70%	<u>Year 3</u>	50%-60%	<u>Year 3</u>	42%-50%
Year 5	54%-75%	<u>Year 5</u>	36%-60%	<u>Year 5</u>	29%-50%
Year 7	46%-60%	<u>Year 7</u>	41%-60%	<u>Year 7</u>	27%-50%

- We will also be investigating the possibility of becoming an Independent Public School (IPS)
- Celebration of the 125th Anniversary of our school will be a significant event in 2014.



Our school at a glance

School Profile

Milton State School was established in 1889 and is situated in the inner North Western Suburbs of Brisbane. It is a medium sized primary school, Prep to Year 7, with approximately 580 students and 24 classroom teachers.

Our leadership team includes a Principal and Deputy Principal, Strategic Advisory Group Leaders and Year Level Coordinators.

Our Administration support team comprises a Business Services Manager and two Administrative Officers.

Our school forms part of the **Queensland Academies- Partnership Schools** working in close association with the three Queensland Academies of Science, Maths Technology, Creative Industries and Health Sciences. This is a unique educational opportunity for our school and assists us with identifying and catering for our 'best and brightest', whilst also providing clear educational pathways for students.

We are also part of the very strong and active 'City Cluster of Schools' comprised of 14 schools in inner city Brisbane. This cluster provides outstanding student learning opportunities and professional development/leadership for teachers and leaders to support each school.

Within our school, various programs are offered for those with disabilities and special needs encompassing intervention and extension. An Enrichment Teacher services the school. Students with special needs are fully integrated into the regular class setting. We have a Special Education Program with a teacher working closely with our students with disabilities and Gifted Education Mentors, who works with our students who require extension in their learning. This team is responsible for our 'Visible Learning' Program.

The increasing cultural diversity of students brings added richness and responsibilities to the operation of the school. Students with English as their second language are supported by our ESL teacher.

Other specialist teaching staff include: - Teacher Librarian, Science, Art, Dance, Drama, Media and Music Teachers, Physical Education Teacher and Italian Teacher. Visiting personnel include – Instrumental Music Teachers, Guidance Officer, School Nurse and Advisory Visiting Teachers for students with special needs along with our Artist in Residence.

Teacher Aides support our students in the classrooms, eLearning Centre and across a wide variety of programs including our prep classes where there is an aide for each class. A full time Schools Officer maintains our grounds and facilities along with our tireless cleaners.

The school operates within an organisational structure which involves students, teachers and parents working together to achieve the educational objectives as outlined in our School Annual Operational Plan and Strategic Plan.

The school features classrooms of single or double teaching space design with wet areas, a triple unit prep, tuckshop, an eLearning Centre, computer room, music, science art areas, literacy centre, cooking room, and outside school hours care facility.

Our outdoor facilities include a heated swimming pool, cricket practice nets, half court, tennis courts, adventure playgrounds and access to Gregory Park where students play during break times, fully supervised by school staff. Our large multi-purpose undercover area provides a terrific play space and eating area for the students and a fitness circuit with climbing wall for the upper school.

We now have a new purpose built eLearning Centre (library and multimedia facilities) and eight additional classrooms constructed to accommodate our increasing student enrolments. This construction includes the full refurbishment of our school pool amenities and now completed, boasts a fully covered, heated, salt water pool.



Our school at a glance

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	499	269	230	96%
2012	532	292	240	96%
2013	580	312	268	96%

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

Characteristics of the student body:

At Milton we have a growing diversity amongst our student population. The school is comprised of a small number of students who have English as a second language with the majority of students being of Australian origin. We have a small number of indigenous students (1%) and students with disabilities (2%) and value the fact that such diversity in our school is to be celebrated.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	23	22
Year 4 – Year 7 Primary	23	22	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

The school is committed to the learning development of the whole person in every child preparing your child to be a well-balanced citizen with an inquiring mind and a healthy body. Our school curriculum takes an integrated approach and focuses on the **Eight Key Learning Areas of English, Health & Physical Education, LOTE (Italian), Mathematics, Science, Studies of Society and the Environment/History, Technology and The Arts**. Our teaching and learning framework focuses primarily on applying effective teaching and learning strategies to deliver the curriculum. We are implementing the new Australian Curriculum utilising the Curriculum to the Classroom support documents developed by Education Queensland to support the already successful programs we have in the school.

We offer a **'Working Scientifically'** program with three qualified science teachers undertaking 'hands on' science activities across the school from Prep to Year 7 on a weekly basis, with a focus on the processes of science.

Our year six and seven students are engaged in a **robotics program with the University of QLD** and each year they enter the Robocup competition. This involves the design and programming of a robot using Rob lab Lego. We are working towards a whole of school robotics program with the use of 'Bee Bots' in year one and a partnership with Google Engineers across the school.

Our approach to learning in the early years is that of a developmental curriculum which is embedded in our prep classes and develops progressively throughout the school. Students learn through a balance of 'play based' learning and explicit teaching which becomes more sophisticated as students mature.

We currently offer Italian language classes to all year levels including prep.

Our program in **'The Arts'** ensures that every child has the opportunity to undertake each of the five strands of The Arts syllabus, these being music, dance, drama, media and visual arts on a rotational basis throughout the year. We engage specifically trained teachers in each of these areas to provide expertise, including an Artist in Residence who works with the students one day per week for the duration of each school year.

The teaching of Mathematics at Milton immerses students in both conceptual and procedural understandings. Each class undertakes a numeracy block two to three times per week using the Natural Maths philosophy and focussing on a three part process of mental routines, problematized situations and critical reflection, which supports the new Australian Curriculum. For further information about the teaching of Mathematics at Milton go to www.naturalmaths.com.au we also utilise the Mathletics Program as an online learning resource for students to access at school and home.

The school offers a comprehensive **camping program from Year 1-7** featuring destinations such as Currumbin Farm School and Edmund Park Outdoor Education Centre. Even our year one students experience camping with a day camp in the school grounds.

These camps are designed to extend the classroom learning opportunities and the school social outcomes program.

A number of our students have been identified as **'High Achievers'** and consequently included in a special program with Kelvin Grove State College and Queensland Academy for Creative Industries, which focuses on providing these students with an opportunity to engage with other like-minded students from surrounding schools in Science, Mathematics, English, Business Technology, Music Composition and Visual Arts projects.

Within our year 6/7 classes we have initiated single gender classes for specific subject areas. Students are split into gender groups primarily for literacy and numeracy subject areas and across other subject areas where it fits within the timetable. Students enjoy this approach as it caters for the different learning styles of boys and girls which in turn provides engagement and motivation with topics and approaches which are of interest to the different genders. For all other activities the classes are co-educational.

We are also a school which is part of the **Queensland Academies- Partnership Schools** with the Queensland Academies for Science/Maths/Technology, Creative Industries and Health Sciences. Select year 5-7 students are a part of the **Young Scholars Program** offering online and face to face learning opportunities for our 'best and brightest'.

Extra curricula activities

Extra-curricular activities include instrumental music, thinking skills, swimming and inter-school sport. Participation provides students with experience in a range of activities and helps to build a positive self-esteem. Students in year 5-7 students undertake inter school sport.

A wide range of academic and music competitions such as debating, Robocup, University of NSW Competitions in Science, Writing Mathematics, Computing and English, writing, and Choral Fest, Wildcatz Band, visual arts, performing arts, chess, guitar and three choirs to name a few.

The run/swim club is very popular with parents and students and our tennis coaching and clay animation classes after school are very well attended. Students really enjoy our numerous lunchtime activities which we offer and the Artist in Residence Program which is offered on a Tuesday evening and Saturday for extension learning. We also have a singing teacher who conducts classes after school for interested students.

How Information and Communication Technologies are used to assist learning

At Milton SS we embed the use of digital technology or Information Communication Technologies (ICTs) in all aspects of student learning. We see such technology as but one 'tool' in a suite of many to enhance the capability of delivering a curriculum to students who are 'digital natives', growing up in a society where this is just commonplace.

The use of interactive whiteboards or 'smartboards' in all classrooms across the school has enhanced the learning opportunities with classes being able to access these on a regular basis. For further information relating to the use of 'smartboards' visit www.electroboard.com.au

The installation of a wireless network throughout the school and an upgrade in our bandwidth for internet access has enhanced the ability of students to access wireless technologies whilst working outdoors along with a multimedia suite including PA system, data projector and screen.

We have a range of laptops, iPads and tablets for use across the school, with the view to implement a 'Bring Your Own Device' program within the coming two years. Our latest addition to the school is a media 'green' room which allows for students to undertake a range of filming and editing activities to create their own movies etc.

We have a lab of 18 computers for classes to access and our teacher librarian undertakes specific media related/ skills based integrated lessons with all classes based on the unit of work which the year level is currently studying. Each classroom has a number of computers based on the age group. All teachers have their own laptop.

Social climate

Milton State School prides itself in providing a safe and supportive environment for all students.

The development of our Social Outcomes Program 'You Can Do It' focuses on proactive strategies to assist students, parents, staff and the wider community to foster appropriate values and attitudes towards positive citizenship.

The collaborative development of our [School Charter](#) reflects the values and norms of our school community and clearly articulates how we agree to treat each other across the school community.

THE MILTON STATE SCHOOL CHARTER - describes the ways that members of our school community agree to treat one another. As a result of this agreement we will consciously:

Maintain an environment of trust, honesty and openness in our actions and communication

Inspire high levels of respect in the treatment of others

Listen to others, understand their points of view, be tolerant of their differences and promote professionalism

Together we work as a team, reflecting the Five Keys to Success: Getting Along, Organisation, Persistence, Emotional Resilience and Confidence.

Openly encourage fun and friendliness to promote well-being, through positive affirmations and fair treatment

Know that to maintain quality and excellence is our ultimate goal!

The development of the School Code of Behaviour and Responsible Behaviour Plan mandated for development and implementation by Education Queensland in 2006, clearly outlines the expectations for appropriate student behaviour at Milton. The introduction of the Program Achieve – 'You Can Do It' program is the key focus for our social outcomes program. It features the 5 Keys to Success:

Confidence
Persistence
Getting Along
Organisation
Emotional Resilience.



Students engage in focus lessons related to these keys and the holistic nature of the program demands that it is embedded in every aspect of school and home life; therefore our positive playground program (games room, art club, chess club, library activities and sports games) and classroom awards all revolve around the Keys to Success. 2006 saw the full implementation of this program. www.youcandoiteducation.com.au

Our school at a glance

We are engaging in the **School Wide Positive Behaviour Support Program (SWPBS)** which complements the 'You Can Do It' Program. SWPBS involves the development of 3-5 specific school rules and the explicit teaching of these rules with clear expectations.

These rules are explicitly displayed at each entrance of the school and are framed as follows:

At Milton we are:

**SAFE
RESPONSIBLE
RESPECTFUL**

An SWPBS Matrix with explicit details of what each of these translates to in terms of practice is found in each classroom across the school. In specific areas of the school, there are posters reminding students of the expected behaviour in those areas.

A key aspect of our Leadership Program are the roles which students take as leaders within our school from the school student council, the year 1 & 7 buddy program to hosting parades, peer mentoring and developing positive role models in the playground and around the school.

We also have a wide range of leadership positions which are primarily held by year 7 students such as School and House Captains, ICT, debating, Italian, visual and performing arts, band, strings, media and eLearning Centre captains. There are representatives from each class in year 3-7 who form our Student Council and a number of students as a part of our 'Playground Rangers' Program.

We also boast a very successful School Chaplaincy Program which focuses on developing self-esteem and awareness in our students. The chaplain is responsible for a range of programs across the school which foster these particular attributes. One such program is the Men and Boys Night, catering for the specific interests of boys through an evening of engaging activities.

Parent, student and staff satisfaction with the school

As is clearly evident in the table below, the overall satisfaction of the parents, staff and students at Milton is very positive. The data has been extracted from the School Opinion Survey which is undertaken annually in August from a sample of parents, students and staff.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	97%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	97%
their child is making good progress at this school* (S2004)	94%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	97%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	97%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%
this school works with them to support their child's learning* (S2010)	97%	94%
this school takes parents' opinions seriously* (S2011)	91%	91%
student behaviour is well managed at this school* (S2012)	94%	97%

Our school at a glance

this school looks for ways to improve* (S2013)	97%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	88%	97%
they like being at their school* (S2036)	91%	96%
they feel safe at their school* (S2037)	93%	99%
their teachers motivate them to learn* (S2038)	96%	98%
their teachers expect them to do their best* (S2039)	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	96%
teachers treat students fairly at their school* (S2041)	88%	98%
they can talk to their teachers about their concerns* (S2042)	81%	96%
their school takes students' opinions seriously* (S2043)	88%	97%
student behaviour is well managed at their school* (S2044)	83%	95%
this school looks for ways to improve* (S2045)	94%	95%
this school is well maintained* (S2046)	91%	98%
this school gives them opportunities to do interesting things* (S2047)	94%	97%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	86%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	91%
staff are well supported at their school (S2075)	91%
this school takes staff opinions seriously (S2076)	95%
this school looks for ways to improve (S2077)	100%
this school is well maintained (S2078)	100%
this school gives them opportunities to do interesting things (S2079)	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality

Our school at a glance

Involving parents in their child's education

At Milton State School the development of the partnership between the school, parents and the wider community is of paramount importance. Parents play valuable roles in supporting their child's education. The parents have numerous opportunities to become involved in the life of the school through a range of activities.

The P&C Association is particularly active and supportive of all school activities, playing a significant role in the management of Milton Outside School Hours Care, swimming club and learn to swim classes, the hire of the tennis courts and providing advice on key strategic and school based issues. It consists of a number of sub committees, who report back to P and C meetings held on the second Tuesday each month. In 2009 we held our inaugural Milton Fair- On The Green in Gregory Park. This was an enormous community event and most successful in bringing our school and wider community together.

Parents have the opportunity to become involved in the school through supporting their children in the classroom, through the Classroom Coordinators group, school open days, key events such as social, cultural and sporting days and through parent teacher information and conference evenings. Many parents, both mums and dads come along and assist in their child's classroom in all aspects of our curriculum from reading and art to robotics and mathematical problem solving. Our run/ swim club has also seen numerous parents join their children for fitness activities before school and our inter-house swimming, cross country and track and field events are always well supported by the school community.

As a key aspect of our Professional Learning Program, we look to engage parents in all aspects of understanding the curriculum initiatives and new policies being implemented. This is integral to the success of programs such as our 'You Can Do It' social outcomes program, Cyber safety, Natural Maths Philosophy, The Teaching of Reading, Support – a – Reader to name but a few. We respond to parent requests for a greater understanding of what and how their child is learning.

Our engagement with the wider community sees us being involved with such events as the Movies in the Park which supports businesses in our area and the revised school newsletter which allows local businesses and community groups the opportunity to advertise for the year on the back of our newsletter.

The School Opinion Survey results from parents and caregivers, specifically, that Milton is a good school was 100% and was above like and state mean in comparison with other schools across Queensland

Reducing the school's environmental footprint

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

The school has worked consistently to reduce the environmental footprint with the implementation of our School Environmental Management Plan (SEMP) which outlines key strategies to reduce the usage of various resources. This year a Sustainability Committee comprising staff, parents, students and local community members has been initiated and is instrumental in determining the way forward for our school to reduce its environmental footprint.

We have requested that no lighting/air conditioning/ fans be left on when a room is not in use nor overnight/weekends. Where possible we have water saving devices fitted to all toilets and taps and use water from numerous tanks around the school to maintain our gardens and grass. We also have solar panels operating to feed back into the electricity grid, reducing our overall consumption as is evident by the table below. Naturally, with the increase in student numbers and additional buildings, we have seen an increase in our consumption of electricity and water.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	102,230	596
2011-2012	261,324	1,341
2012-2013	316,551	1,541

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

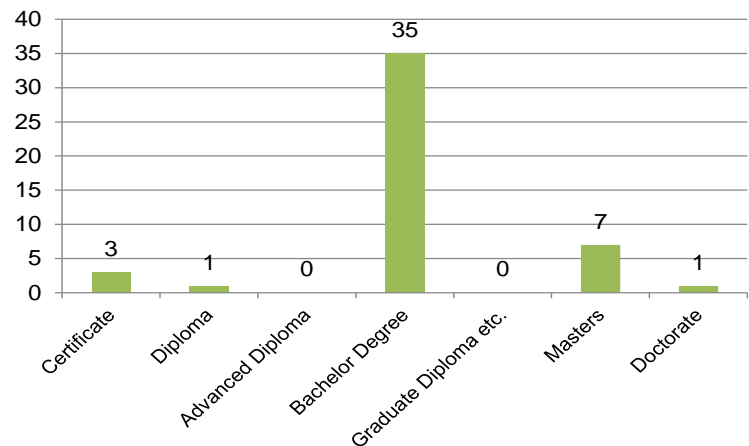
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	44	18	<5
Full-time equivalents	33	11	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	1
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.	0
Masters	7
Doctorate	1
Total	47



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were approx. \$50000.00.

The school has a very comprehensive professional learning program for all staff which is based on a model developed by The Centre for Creative Leadership'. This includes teachers undertaking personal, school and systemically required professional learning, based on their own identified goals in their individual Professional Learning Plans.

Some of the key initiatives undertaken across the school for professional learning included: the teaching of mathematics with mentor Ann Baker (Natural Maths), digital technologies- Smart board training, data analysis, teaching of reading, developing assessment tools, moderation processes, collaborative planning of curriculum topics, the teaching of history and numerous individual seminars and conferences. **The involvement of the teaching staff in professional development activities during 2013 was 100%.**

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	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 2013 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

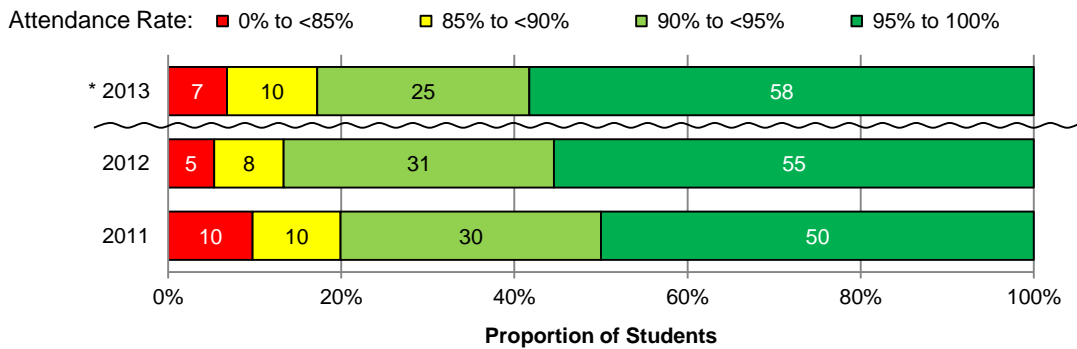
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	94%	94%	91%	93%	94%	94%					
2012	94%	94%	95%	95%	94%	94%	95%					
2013	95%	93%	94%	96%	95%	95%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

The procedures followed for non-attendance at school for part of or a whole day is that a note explaining the absence of the child must be forwarded to the school on the next day when the child is in attendance again. This can be in the form of a written note handed in at the school office or via an email. If a pattern of absenteeism is reported, a phone call to the parent requesting explanation is made by the Principal or Deputy Principal. If this continues, then the formal process as outlined in Education Queensland policy is initiated. Rolls are marked twice per day by classroom teachers with all rolls being sent to the school office at the end of each week for entry onto the school electronic database.

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.

Find a school

Search by school name **GO**

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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

Milton State School has implemented a number of strategies to engage and support indigenous students. In 2013, the following programs were successfully implemented:

- The development of Individual Education Plans and learning goals for indigenous students.
- 1 to 1 and small group teacher aide support for literacy and numeracy.
- Increased literacy and numeracy support for all indigenous.
- Support with assignments, project work and homework.
- Purchase of high quality indigenous resources.

The programs and strategies implemented to support closing the gap have resulted in the following outcomes:

- A decrease of indigenous students being caught in the bottom 2 bands of NAPLAN.
- Decrease in the number of students receiving D or E results in Semester 2 reporting.
- The increase of learning outcomes across key Learning Areas.
- Positive increase in indigenous student literacy and numeracy results.
- Students, staff and parents rate the additional support of Closing the Gap Funding as beneficial in providing support.