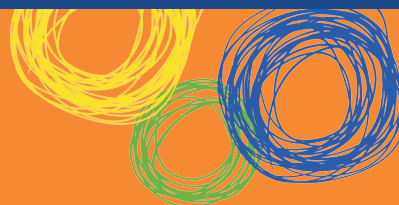


Milton State School

Queensland State School Reporting

2014 School Annual Report



Postal address	Bayswater Street Milton 4064
Phone	(07) 3514 6333
Fax	(07) 3514 6300
Email	the.principal@miltonss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mr Paul Zernike- Principal

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 2015 we look to the significant task of undertaking a Quadrennial School Review which will determine the future direction of the school from 2016-2020. Hence the development of what will be our 20/20 Vision.

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

Milton State School

Queensland State School Reporting

2014 School Annual Report



School progress towards its goals in 2014

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.

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

We became an Independent Public School (IPS)

Celebration of the 125th Anniversary of our school was a significant event in 2014.

Future Outlook 2015

Initiation, continuation and refinement of:

- **100%** of students at or above **NMS READING, WRITING & NUMERACY and progression of GRG targets**
- Implementation of the Australian Curriculum using a variety of supporting resources with Lane Clark focus- Inquiry Model.
- Embed the Teaching and Learning Framework across the school to develop highly effective pedagogical practices- learning targets/feedback- working with Cam Brooks.
- Implementation of the realigned Visible Learning Program with Master Teacher- Sheree Carr.
- A commitment to the 21st Century Learning Agenda and the embedding of ICT into pedagogical practice including BYOD with Digital Pedagogy Coach – Angela Waugh.
- A clear focus on student success with our Success Teacher- Deanne Clark.

NAPLAN RESULTS IN 2014 & TARGETS FOR 2015

<u>Reading</u>	<u>Target increase</u>	<u>Numeracy</u>	<u>Target increase</u>	<u>Spelling</u>	<u>Target increase</u>
Year 3	62%-70% U2B-56% NMS-98% TARGET 2015 70%	Year 3*	50%-60% U2B-60% NMS-99% TARGET 2015 65%	Year 3	42%-50% U2B-42% NMS-100% TARGET 2015 60%
Year 5	54%-75% U2B-52% MNS-97% TARGET 2015 75%	Year 5	36%-60% U2B-38% NMS-97% TARGET 2015 60%	Year 5	29%-50% U2B-55% NMS- 99% TARGET 2015 65%

Percentages in red denote 2014 results from NAPLAN

Writing results for upper two bands in 2014 were as per below with new targets set:

Year 3- U2B- 41% TARGET = 50% NMS- 97% TARGET = 100%

YEAR 5- U2B- 26% TARGET = 50% NMS- 93% TARGET= 100%

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	532	292	240	96%
2013	580	312	268	96%
2014	611	327	284	97%

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

Characteristics of the student body:

Average class sizes 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.

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	22	21
Year 4 – Year 7 Primary	22	23	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 four 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 4-7 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 in 2015. 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 and will have their own iPad in 2015.

Social Climate

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

In 2015 we will offer engage a 'Student Success Teacher' who will begin working with our year 5 and 6 students on the concept of having a 'growth mindset' as opposed to a 'fixed mindset' about learning and being successful. This is based on the work of leading educationist Carol Dweck.

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

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 6/7 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.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	100%	96%
this is a good school (S2035)	100%	100%	99%
their child likes being at this school* (S2001)	100%	97%	97%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	94%	97%	96%
their child is making good progress at this school* (S2004)	94%	97%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	97%	93%
teachers at this school motivate their child to learn* (S2007)	100%	100%	95%
teachers at this school treat students fairly* (S2008)	97%	100%	99%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	95%
this school works with them to support their child's learning* (S2010)	97%	94%	96%
this school takes parents' opinions seriously* (S2011)	91%	91%	91%
student behaviour is well managed at this school* (S2012)	94%	97%	97%
this school looks for ways to improve* (S2013)	97%	100%	97%
this school is well maintained* (S2014)	100%	100%	96%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	88%	97%	97%
they like being at their school* (S2036)	91%	96%	94%
they feel safe at their school* (S2037)	93%	99%	94%
their teachers motivate them to learn* (S2038)	96%	98%	97%
their teachers expect them to do their best* (S2039)	99%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	90%	96%	94%
teachers treat students fairly at their school* (S2041)	88%	98%	93%
they can talk to their teachers about their concerns* (S2042)	81%	96%	85%
their school takes students' opinions seriously* (S2043)	88%	97%	90%
student behaviour is well managed at their school* (S2044)	83%	95%	85%
their school looks for ways to improve* (S2045)	94%	95%	95%
their school is well maintained* (S2046)	91%	98%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		86%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		91%	100%
staff are well supported at their school (S2075)		91%	96%
their school takes staff opinions seriously (S2076)		95%	93%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	93%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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.

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 99% and was above like and state mean in comparison with other schools across Queensland

Reducing the school's environmental footprint

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. Students have developed a sustainability garden in the school grounds and will link with a local sustainability team to develop a community garden in the local park in 2015/16

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	261,324	1,341
2012-2013	316,551	1,541
2013-2014	344,837	0

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.

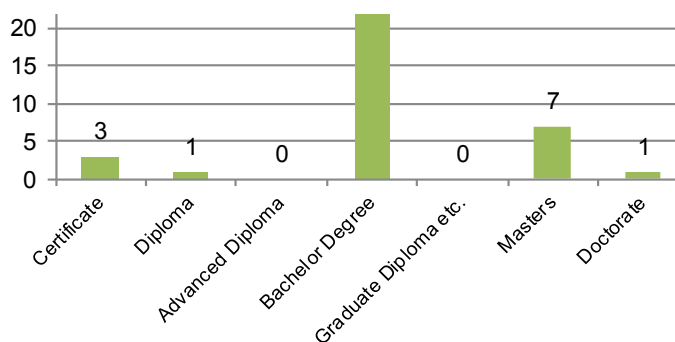
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	47	19	<5
Full-time equivalents	35	12	<5

Qualification of all teachers

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 2014 were \$50000

The major professional development initiatives are as follows:

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. Significant work was undertaken with Lane Clark to implement an 'inquiry based model' across the school.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	96%

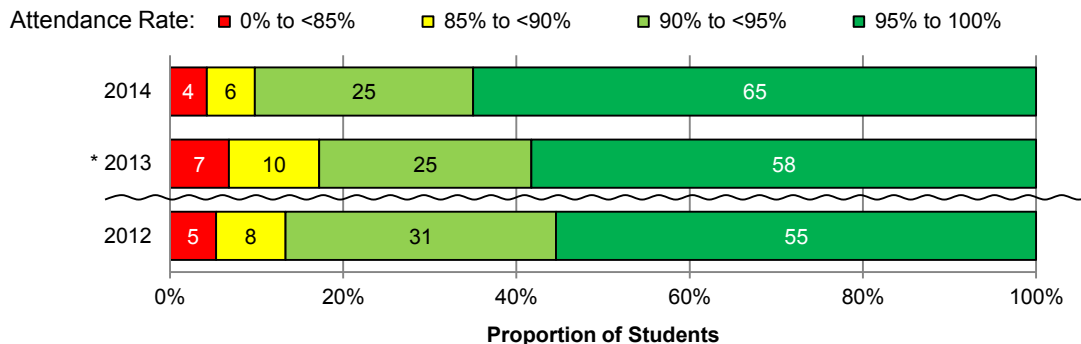
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	94%	94%	95%	95%	94%	94%	95%					
2013	95%	93%	94%	96%	95%	95%	94%					
2014	95%	96%	95%	96%	96%	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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 2014, 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.