



One Mile State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

One Mile State School provides a supportive, educational environment to approximately 500 Prep to Year 6 students and their families. Our school is located on the south-east side of Gympie in the North Coast Region. At One Mile State School, every day is a learning day. Excellence, nurturing, integrity, responsibility and respect underpin all of our interactions, processes and goals. Our school prides itself on strong school community relationships in which parents, staff and students work together to ensure that every child develops to their full potential.

Our school is on a continuous journey of renewal and revitalisation. Success is celebrated at every opportunity and all members of our school community are highly valued as key stakeholders. At One Mile, parents, students and staff together make our school a vibrant learning community.

A plan for responsible behaviour, in line with the Department of Education, Training and Employment code of behaviour sets the expectations about students' behaviour. We focus strongly on the promotion of responsible behaviour teaching children to be self-managed and make responsible choices.

At One Mile State School, our school vision is 'discover the gold within' and our school motto is 'honour before self'. The values behind our vision and school motto permeate everything we do.

School progress towards its goals in 2018

Improvement Priority	Actions	Current Progress 2018
Numeracy	- Promote and lead participation in the Gympie Maths Alliance Numeracy Success project as a whole school.	Achieved
	- Use I4S and School based grants funding to support mathematics.	Achieved
	- Continue to seek support of Region for HOD-RS service to Gympie Alliance Maths Success Project HOC on developing best practice mathematics pedagogy. (Rachael Pelling)	Ongoing
	- Build teacher capacity to recognise and remediate key misconceptions through Gympie Maths Alliance (Ed Studios).	Ongoing
	- Enhance teacher knowledge of Australian Curriculum Mathematics through deepening knowledge of Achievement Standards and Curriculum Intent through planning meetings. Once per term.	Achieved
	- Support teacher deep understanding of the Australian curriculum to adopt and adapt the C2C materials to suit the school context Through Planning Meetings. Once per term.	Ongoing
	- Provide time for teaching staff to plan effectively for mathematics using data to inform the teaching and learning program aligned to the Australian Curriculum through planning meetings. Once per term	Achieved
	- Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices.	Partially Completed
	- Provide opportunities for staff to engage in moderation within and across schools using assessment tasks.	Achieved
	- Deepen staff knowledge of proficiency strands – fluency, reasoning, understanding, problems solving	Ongoing
	- Align DPP for staff to the numeracy priority.	Achieved/Ongoing
	- Provide challenging learning opportunities for students to demonstrate their potential through quality assessment tasks through planning meetings. Once per term.	Achieved
	- Analyse student data regularly to inform improvement, guide teaching	Ongoing



	<p>practices and prompt early intervention through planning meetings once per term.</p> <ul style="list-style-type: none"> - Implement, monitor and review attendance and attainment strategies for continuous improvement through weekly reviews of attendance. - Expand opportunities for all students to reach their potential – students achieving in U2B through the continuation of the extension program. - Expand opportunities for OOHC students/ ATSI students to reach their potential. - Triangulate Mathematics data (identified within School Data Plan), NAPLAN and A to E data to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff. - Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings. Once per term. - Develop and lead an explicit improvement agenda focussed on mathematics. - Promote awareness and understanding of the Numeracy strategy to all stakeholders through communication channels – school newsletter, website, celebratory letters and invitations, parades, Facebook. - Collaborate with local school clusters to share practice and promote learning through teacher cluster meetings and Principal Alliance meetings. - Develop and lead an explicit improvement agenda focussed on mathematics. - Share successful practice across classrooms through planning meetings and staff meetings. 	<p>Partially completed</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Achieved</p> <p>Achieved</p> <p>Ongoing</p> <p>Ongoing</p> <p>Achieved</p> <p>Achieved</p>
Reading	<ul style="list-style-type: none"> - Continue to work with Toni Case around the expansion of Daily Rapid Reading at One Mile SS. - Use I4S funding to support Reading e.g. DRR; Reading Link; Teacher aide support; Teacher planning; Resource purchase. - Analyse and share collated school data-sets (reading data, NAPLAN, Diagnostic assessment). - Explore cohort data through data conversations with teaching team. - Action Reading Triads with teaching staff. - Promote awareness of the reading improvement agenda to the broader school community. - Continue and embed the implementation of LEM Phonics. - Implement focussed conversations with staff on implementing a Balanced Reading Program (includes Gradual Release Model). - Through communication with staff embed a shared understanding of reading procedures and comprehension strategies (modelled, shared, guided and independent; Sheena Cameron). Through planning meetings. - Support teachers understanding of Data Literacy (Assessment of learning, for learning and as learning) in order to monitor and track reading improvement. Through planning and staff meetings. - Use peer observation, feedback, differentiating coaching and learning Triads to improve teaching practices. - Align DPP for staff to the reading strategy. - Regularly meet with teaching staff to provide professional learning on the use and purpose of data with a clear focus on reading in order to analyse data and address strengths and weakness. - Provide the opportunities for staff to share and model implementation of LEM Phonics through staff meetings and afterschool workshops. - Provide challenging learning opportunities for students to demonstrate their potential through quality opportunities in reading. - Analyse student data regularly to inform improvement, guide teaching 	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Achieved</p> <p>Ongoing</p> <p>Achieved</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>



	<p>practices and prompt early intervention through planning meetings once per term.</p> <ul style="list-style-type: none"> - Implement, monitor and review attendance and attainment strategies for continuous improvement through weekly reviews of attendance. - Expand opportunities for all students to reach their potential – students achieving in U2B through the continuation of the extension program. - Expand opportunities for OOHC students/ ATSI students to reach their potential. - Continue exposing students to a single approach towards the learning of phonics across the whole school for continuity. - Collect and triangulate Reading data (identified within School Data Plan), NAPLAN and A to E to monitor performance and review practice and strategy outcomes. Share triangulation with whole staff. - Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings. Once per term. - Monitor and review the implementation of LEM Phonics through regular staff meetings and Improvement team meetings. - Celebrate reading progress within the wider community through Newsletters, Facebook, school signage, celebration letters and parade. - Celebrate expert teaching team and the reading progress through scheduled meetings for the sole purpose of recognising individual cohort reading improvement through planning meetings once per term. - Collaborate with local school clusters to share practice and promote learning through teacher cluster meetings and Principal Alliance meetings. 	<p>Achieved</p> <p>Ongoing</p> <p>Achieved</p> <p>Ongoing</p> <p>Ongoing</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Ongoing</p> <p>Ongoing</p> <p>Achieved</p>
<p>Student Behaviour and Wellbeing</p>	<ul style="list-style-type: none"> - Access PBL regional coach for successful whole school implementation. - Access GO and SGO for high needs students. - Access Gympie Cluster BM support team on a needs basis. - Lead school implementation of PBL and Reboot. - Support teachers in implementation of PBL process. - Support teachers in the implementation of Reboot program to support student wellbeing. - Analyse student behaviour data at a class, cohort and school wide level. Use the data to inform teaching. - Analyse student behaviour data regularly to inform improvement, guide teaching practices and prompt early intervention. - Provide learning opportunities for students that are suited to their individual needs. - Continue student behaviour level process across the school. - Collect and analyse student behaviour data at a class, cohort and school level share with whole staff. - Analyse data at an individual and cohort level to monitor performance and inform practice through fortnightly PBL Team meetings. - Celebrate behaviour success within the wider community through Newsletters, Facebook, school signage, celebration letters and parade. - Celebrate positive behaviour with end of year behaviour trips and end of term activities. 	<p>Achieved</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Achieved</p> <p>Ongoing</p> <p>Ongoing</p> <p>Partially completed</p> <p>Ongoing</p> <p>Ongoing</p> <p>Achieved</p> <p>Achieved</p> <p>Ongoing</p> <p>Achieved</p>



Future outlook

For 2019 One Mile State School has four priority areas Reading, Numeracy and Student Behaviour and Wellbeing. Please find below Actions and Targets for 2019.

Improvement Priority	Actions	Target
Numeracy	<ul style="list-style-type: none"> - Promote and lead participation in the Gympie Maths Alliance Numeracy Success project as a whole school. - Use I4S and School based grants funding to support mathematics. - Continue to seek support of Region for HOD-RS service to Gympie Alliance Maths Success Project HOC on developing best practice mathematics pedagogy. (Rachael Pelling) - Build teacher capacity to recognise and remediate key misconceptions through Gympie Maths Alliance (Ed Studios). - Enhance teacher knowledge of Australian Curriculum Mathematics through deepening knowledge of Achievement Standards and Curriculum Intent through planning meetings. Once per term. - Support teacher deep understanding of the Australian curriculum to adopt and adapt the C2C materials to suit the school context Through Planning Meetings. Once per term. - Provide time for teaching staff to plan effectively for mathematics using data to inform the teaching and learning program aligned to the Australian Curriculum through planning meetings. Once per term - Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices. - Provide opportunities for staff to engage in moderation within and across schools using assessment tasks. - Build data literacy of teachers to use disaggregated student performance data to intentionally plan for all students. - Align DPP for staff to the numeracy priority. - Provide challenging learning opportunities for students to demonstrate their potential through quality assessment tasks through planning meetings. Once per term. - Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention through planning meetings once per term. - Review model of service delivery for the provision of additional support and adjustments for targeted students. - Expand opportunities for all students to reach their potential – students achieving in U2B through the continuation of the extension program. - Expand opportunities for OOHC students/ ATSI students to reach their potential. - Implement, monitor and review attendance and attainment strategies for continuous improvement through weekly reviews of attendance. - Triangulate Mathematics data (identified within School Data Plan), NAPLAN and A to E data to monitor performance and review practice and strategy outcomes. Share data triangulation with whole staff. 	<p>100% of students at or above NMS Years 3&5 in NAPLAN Numeracy.</p> <p>30% of students in U2B Years 3&5 in NAPLAN Numeracy.</p> <p>>85% of student achieving C or above in Maths.</p> <p>Achieve school based targets identified in OMSS Data Plan.</p>



	<ul style="list-style-type: none"> - Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings. Once per term. - Continue all staff involvement in GMA including collaboration and moderation for teachers. - Promote awareness and understanding of the Numeracy strategy to all stakeholders through communication channels – school newsletter, website, celebratory letters and invitations, parades, Facebook. - Collaborate with local school clusters to share practice and promote learning through teacher cluster meetings and Principal Alliance meetings. - Share successful practice across classrooms through planning meetings and staff meetings. 	
Reading	<ul style="list-style-type: none"> - Ensure school representation at Regional Curriculum Roadshow events and middle leader participation in cluster days with regional support staff. (Rachael Pelling) - Use I4S funding to support Reading e.g. DRR; Reading Link; Teacher aide support; Teacher planning; Resource purchase. - Analyse and share collated school data-sets (reading data, NAPLAN, Diagnostic assessment). - Explore cohort data through data conversations with teaching team. - Action Reading Triads with teaching staff. - Promote awareness of the reading improvement agenda to the broader school community. - Continue and embed the implementation of LEM Phonics. - Through communication with staff embed a shared understanding of reading procedures and comprehension strategies (modelled, shared, guided and independent; Sheena Cameron). Through planning meetings. - Support teachers understanding of Data Literacy (Assessment of learning, for learning and as learning) in order to monitor and track reading improvement. Through planning and staff meetings. - Build data literacy of teachers to use disaggregated student performance data to intentionally plan for all students. - Use peer observation, feedback, differentiating coaching and learning Triads to improve teaching practices. - Align APR for teachers to the reading strategy. - Regularly meet with teaching staff to provide professional learning on the use and purpose of data with a clear focus on reading in order to analyse data and address strengths and weakness. - Provide the opportunities for staff to share and model implementation of LEM Phonics through staff meetings and afterschool workshops. - Support teacher deep understanding of the Australian curriculum to adopt and adapt the C2C materials to suit the school context Through Planning Meetings. Once per term. - Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention through planning meetings once per term. - Enhance teacher knowledge of Australian Curriculum Mathematics through deepening knowledge of Achievement Standards and Curriculum Intent through planning meetings. Once per term. - Review model of service delivery for the provision of additional 	<p>100% of students at or above NMS in Years 3&5 NAPLAN Reading</p> <p>30% of students in U2B in Years 3&5 NAPLAN Reading</p> <p>>85% of students achieving C or above in English</p> <p>Achieve school based targets identified in OMSS Data Plan.</p>



	<p>support and adjustments for targeted students.</p> <ul style="list-style-type: none"> - Implement, monitor and review attendance and attainment strategies for continuous improvement through weekly reviews of attendance. - Expand opportunities for all students to reach their potential – students achieving in U2B through the continuation of the extension program. - Expand opportunities for OOHC students/ ATSI students to reach their potential. - Collect and triangulate Reading data (identified within School Data Plan), NAPLAN and A to E to monitor performance and review practice and strategy outcomes. Share triangulation with whole staff. - Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings. Once per term. - Monitor and review the implementation of LEM Phonics through regular staff meetings and Improvement team meetings. - Celebrate reading progress within the wider community through Newsletters, Facebook, school signage, celebration letters and parade. - Celebrate expert teaching team and the reading progress through scheduled meetings for the sole purpose of recognising individual cohort reading improvement through planning meetings once per term. - Collaborate with local school clusters to share practice and promote learning through teacher cluster meetings and Principal Alliance meetings. 	
<p>Student Behaviour and Wellbeing</p>	<ul style="list-style-type: none"> - Access PBL regional coach for successful whole school implementation. - Access GO and SGO for high needs students. - Access Gympie Cluster BM support team on a needs basis. - Lead school implementation of PBL and Reboot. - Support teachers in implementation of PBL process. - Support teachers in the implementation of Reboot program to support student wellbeing. - Analyse student behaviour data at a class, cohort and school wide level. Use the data to inform teaching. - Analyse student behaviour data regularly to inform improvement, guide teaching practices and prompt early intervention. - Provide learning opportunities for students that are suited to their individual needs. - Continue student behaviour level process across the school. - Collect and analyse student behaviour data at a class, cohort and school level share with whole staff. - Analyse data at an individual and cohort level to monitor performance and inform practice through fortnightly PBL Team meetings. - Celebrate behaviour success within the wider community through Newsletters, Facebook, school signage, celebration letters and parade. - Celebrate positive behaviour with end of year behaviour trips and end of term activities. 	<p>Green in Headline Indicators in the areas of Suspensions and exclusions.</p> <p>>95% Student School Opinion Survey in the areas of student behaviour and wellbeing.</p>

Our school at a glance



School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	456	458	421
Girls	222	211	204
Boys	234	247	217
Indigenous	39	44	38
Enrolment continuity (Feb. – Nov.)	92%	93%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The school population is diverse and is catered for through a range of programs and initiatives.

The One Mile SS Enrichment Program continued to be offered to students who were achieving at a significantly high level. Students were selected for the program based on their achievement in numeracy and literacy. Approximately 10% of students from years 4 -6 accessed this program in 2018.

10% of students were from an Indigenous or Torres Strait Island background and to support their learning improvement, were engaged in teaching and learning targeted programs. Approximately 1 % of students have a background other than English and engaged with the ESL program.

One Mile State School is an enrolment managed school. Capacity to enrol children outside the catchment was limited throughout the school year due to vacancy within year level cohorts.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	21	20
Year 4 – Year 6	25	26	20
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.



Curriculum delivery

Our approach to curriculum delivery

English, Mathematics, Science, HASS and Technology were taught in 2018 in accordance with ACARA expectations and guidelines. Other Key Learning Areas (KLA's) of Visual Arts and Performing Arts (Music), Physical Education and Language other than English (German) were taught using the Queensland Curriculum Assessment and Reporting Framework. Extension program for children from Year 3 – 6 who are performing at a high level with their learning were provided with extension.

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 at the end of Term 1 and 3.

To complement and enhance the teaching of the KLA's, the school provided distinctive curriculum to cater for the learning needs of all of our students. These included –

- ✓ Individual Education Plans
- ✓ Inclusive Education for children with needs
- ✓ Learning Support Programs
- ✓ Excursions and School Camps
- ✓ Buddy Reading Program
- ✓ Instrumental Music Program
- ✓ Swimming Program (own school pool)
- ✓ Social Skills – Virtues Program, Bullying Program, One Mile Support Hand
- ✓ Cybersafety program for Students, Staff and Parents
- ✓ Interschool Sport Development Days

Co-curricular activities

Students have the opportunity to participate in the following extra-curricular activities:

- ✓ Junior and Senior Choir
- ✓ Earlyact Club (partnership with Gympie Cooloola Rotary)
- ✓ Pink Stumps Day
- ✓ Chess Club
- ✓ Tennis Lessons
- ✓ Gifted and Talented Group - Spectra Science Extension/OptiMinds/U2B Numeracy Project
- ✓ Under 8's Celebration and Activities at OMSS
- ✓ Interschool Mathematics Competitions
- ✓ Specialist sport lessons – golf, aussie rules, rugby league
- ✓ 'Wellfairy' activity Club
- ✓ Science and Engineering Days at Sunshine Coast University
- ✓ Career Aspiration programs through Sunshine Coast University
- ✓ School Dance performances
- ✓ Sports Gala Days
- ✓ Day for Daniel
- ✓ Active After School Communities

How information and communication technologies are used to assist learning

One Mile State School has two specially designated computer labs. Classes can timetable into the lab on a weekly basis so that teachers could integrate ICT technology into their teaching and learning program. The school library also has a specially designated area of computer terminals for student use. Students access other ICT learning devices such as digital cameras, recording devices, and one of the three class sets of iPads. All classrooms have an interactive whiteboard to support teaching and learning.



Social climate

Overview

At One Mile State School, the social outcomes of schooling are seen as being of at least equal importance to the academic outcomes. In line with this philosophy the school has a comprehensive Responsible Behaviour Plan for Students which fosters and rewards positive behaviour and provides leadership for all students as they progress through the school. The Responsible Thinking Process and Virtues Program underpin our school Responsible Behaviour Plan for Students.

The school implements a behaviour level system ranging from Behaviour Level Platinum (highest) to Behaviour Level Bronze for students from Prep – 6. Students unable to obtain Behaviour Level Bronze were supported through an Individual Behaviour Management Plan and Orange/Red Behaviour Level.

Student Leadership is an integral part of our school community. Students are offered the opportunity in Year 5 to apply for positions on the School Earlyact Club executive. The Earlyact Executive are mentored by both teaching staff and members of the Gympie Cooloola Rotary Club. In year 6, students are also provided the opportunity to apply for School Captain positions.

A focus on 'service to others' is evident through our community valuing events such as Anzac Day Ceremonies and Remembrance Day. Through the OMSS Earlyact Club, local, community and international projects were organised by our school community in conjunction with the Gympie Cooloola Rotary Club.

The Virtues Project provided opportunities for the whole school to explore and develop their knowledge of values education. A new virtue was introduced fortnightly with teachers exploring the meaning of the virtue through daily interactions with the children. Children seen practising the virtue were rewarded via 'Gotcha' vouchers. Every child obtaining 20 Gotchas was awarded a OMSS uniquely designed reward on parade. Each month a student from each class was awarded "Student of the Month". These awards acknowledged students who were working to achieve their 'gold'.

The Responsible Thinking Process enabled the children to take responsibility for their own behaviour. Children worked through a process of responsible thinking enabling them to make choices about their behaviour. Children who chose not to follow the rules were referred to the Responsible Thinking classroom where they continued to work through the process during lunch breaks. In every classroom, the Responsible thinking questions were displayed to allow for a consistent approach to supporting children's development of responsible behaviour. The Principal and Deputy Principal supported the supervision of the Responsible Thinking classroom.

In 2018, the OMSS school diary continued to be used by student's from Years 4 – 6. The diary provided information for students on behaviour levels, school expectations in regard to behaviour, our school virtues, individual student goal setting, school rules and supported the curriculum through homework planning timetables.

An intense social skill program for the first week of the school year was again embedded during which time school expectations, behaviour expectations, bullying and resilience programs, group dynamics and teamwork, virtues and school rules were discussed. In 2018, One Mile State School engaged with Cybersafety lessons and provided information to both students and parents. The Gympie Behaviour Management specialist again provided lessons to students on bullying. At One Mile State School every student has a OMSS Support Hand. The children identified 5 adults in the school who they can seek support from when needed. The OMSS support hand is discussed regularly by classroom teachers.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	97%	92%
• this is a good school (S2035)	100%	94%	96%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child likes being at this school* (S2001)	100%	97%	96%
• their child feels safe at this school* (S2002)	96%	97%	100%
• their child's learning needs are being met at this school* (S2003)	100%	97%	96%
• their child is making good progress at this school* (S2004)	100%	97%	96%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	90%	92%
• teachers at this school motivate their child to learn* (S2007)	92%	90%	100%
• teachers at this school treat students fairly* (S2008)	96%	90%	92%
• they can talk to their child's teachers about their concerns* (S2009)	96%	100%	100%
• this school works with them to support their child's learning* (S2010)	96%	90%	96%
• this school takes parents' opinions seriously* (S2011)	96%	90%	92%
• student behaviour is well managed at this school* (S2012)	100%	87%	88%
• this school looks for ways to improve* (S2013)	96%	94%	96%
• this school is well maintained* (S2014)	92%	90%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	97%	99%
• they like being at their school* (S2036)	93%	97%	97%
• they feel safe at their school* (S2037)	96%	94%	96%
• their teachers motivate them to learn* (S2038)	98%	99%	97%
• their teachers expect them to do their best* (S2039)	98%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	96%	97%
• teachers treat students fairly at their school* (S2041)	94%	92%	93%
• they can talk to their teachers about their concerns* (S2042)	91%	93%	96%
• their school takes students' opinions seriously* (S2043)	93%	92%	89%
• student behaviour is well managed at their school* (S2044)	86%	87%	91%
• their school looks for ways to improve* (S2045)	97%	98%	100%
• their school is well maintained* (S2046)	96%	95%	96%
• their school gives them opportunities to do interesting things* (S2047)	94%	97%	97%

* 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.



Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	85%	98%
• they feel that their school is a safe place in which to work (S2070)	100%	94%	95%
• they receive useful feedback about their work at their school (S2071)	82%	73%	85%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	87%
• students are encouraged to do their best at their school (S2072)	100%	100%	98%
• students are treated fairly at their school (S2073)	95%	78%	93%
• student behaviour is well managed at their school (S2074)	90%	52%	88%
• staff are well supported at their school (S2075)	72%	58%	87%
• their school takes staff opinions seriously (S2076)	74%	55%	80%
• their school looks for ways to improve (S2077)	95%	85%	98%
• their school is well maintained (S2078)	89%	94%	95%
• their school gives them opportunities to do interesting things (S2079)	87%	85%	93%

* 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

We consider parents to be our partners in education. Parents were welcomed and encouraged to be involved in all areas of our school. Parent volunteers assisted in classrooms with reading, art and craft, physical activities. In 2018 parents were provided with many opportunities to be involved in our school.

These included:

- ✓ Tuckshop volunteers
- ✓ Volunteer programs – classroom activities, swimming program
- ✓ Reading assistance programs
- ✓ Sports Days – parent verse teacher verse student sporting events
- ✓ Parents and Citizens Association
- ✓ Fundraising Ventures – school discos, working bees, fete
- ✓ School Camps and Excursions
- ✓ Anzac Day and Remembrance Day Ceremonies
- ✓ Supervisors at Excursions – Voices on the Coast, High Ropes course
- ✓ Earlyact events
- ✓ Weekly parades

Each semester our school invited parents to attend our Parent / Teacher afternoon. This was a formal opportunity to meet with their child's teacher to check on their child's schooling. Parents were welcomed and encouraged to speak with the child's teacher or a member of the administration at any time throughout the school year to discuss concerns or share successes.

To support the literacy and numeracy development of our children, our learning support teacher provided parent professional development learning sessions on 'support a talker' and 'support a reader' throughout the year. Parents were welcomed and encouraged to be volunteers within classrooms. Parent support in classrooms included reading, art and craft support, numeracy support.

Parents and Citizens Association

The Parents and Citizens Association remained active during the year. A beautiful working relationship existed between the school staff and P & C body.



A school newsletter was sent home on a weekly basis. The school newsletter provided information to the school community of school events, success stories, teaching and learning and community events.

Our school vision “Discover the Gold Within” is reflective of all members, parents, students and staff, of the One Mile School community. Parents are activity encouraged to share their talents, participate in learning and contribute to school life at One Mile State School.

Respectful relationships education programs

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

At One Mile State School we implement the Daniel Morcombe Child Safety Curriculum and follow the Student Protection reporting process. We are also progressing towards full implementation of the Respectful Relationships Education Program from Prep through to Year 6.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	24	101	44
Long suspensions – 11 to 20 days	0	4	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school’s environmental footprint

Classes were involved in learning sessions based on building a sustainable future. The continuation of past initiatives such as signage for classrooms, litter free lunch days, reminding classes to be power efficient, rubbish recycling in the form of worm farms, presentations on parade, was a focus.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	168,232	183,013	174,522
Water (kL)		1,883	1,762

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school’s environmental footprint.

*OneSchool is the department’s comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.



How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		Go
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile



Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	37	19	<5
Full-time equivalents	32	12	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	5
Bachelor degree	26
Diploma	3
Certificate	0

*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 2018 were \$34,726.48.

The major professional development initiatives are as follows:

- Academic Coaching
- Early Childhood
- Literacy
- Numeracy
- Inclusive Education
- Positive Behaviour for Learning
- Reboot Education
- Australian Curriculum

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.



Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	91%	90%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	93%	95%
Year 1	94%	94%	93%
Year 2	94%	92%	94%
Year 3	95%	93%	93%
Year 4	93%	95%	94%
Year 5	95%	93%	93%
Year 6	94%	94%	92%

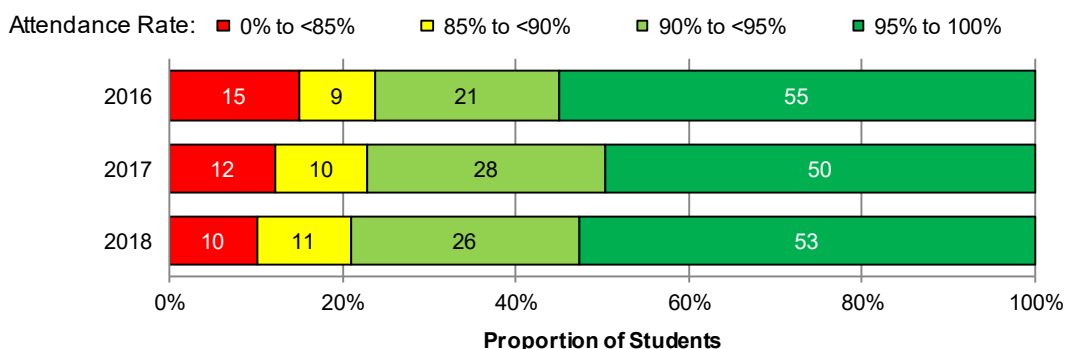
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

At One Mile State School student attendance was strictly monitored. Class rolls were marked electronically twice daily by classroom teachers. Parent/Carers of students who were absent for 3 unexplained days were contacted by the administration staff to provide a reason for absence. Formal letters were issued to families of children with unexplained absences of 3 days or more. "Everyday Counts" was supported and promoted throughout the school community via newsletters and school sign to reinforce the importance of regular attendance. Attendance trackers were displayed in all classrooms to monitor and encourage attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:



1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

