



Mutarnee State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

## Contact information

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Principal; Michael Blake



## From the Principal

### School overview

Situated on the southern bank of the beautiful Crystal Creek, Mutarnee State School is approximately 70km north of Townsville. The school has provided the young people of Mutarnee with a quality education since 1923.

Mutarnee State School's focus is on providing our students with the best opportunities to help them achieve their full potential through the implementation of quality Numeracy and Literacy teaching as core business. We facilitate a positive, flexible and professional learning community for all by developing an ongoing process of personal and professional reflection.

By connecting the school and community, through mutually beneficial activities, we aim to enhance our profile and to sustain and grow enrolments. Ensuring the school is an aesthetically pleasing and safe environment we continue to develop, maintain and enhance a positive working environment that values equity and diversity. We explore our education potential through our values of Safety, Responsibility and Respect and develop our students Resilience through these

### School progress towards its goals in 2018

Our core focus for 2018 was Literacy; with the specific areas of writing and reading being targeted.

Our key goal was for all students to achieve at or above National Minimum Standard in all of the literacy areas of the NAPLAN testing. We achieved this in all areas with the exception of Year 5 Reading.

Our students showed improved achievement in their Levels Of Achievement, as reported in their end of semester report cards, in English, Maths and Science.

As can be seen in a later section, our attendance rate was a very high 97% for the year

### Future outlook

We are looking to strengthen our literacy development by embedding the work we have already done, maintaining a strong focus on attendance, engage in real learning opportunities locally (Creekwatch, Containers For Change) and target individual students learning through personal learning plans.

## Our school at a glance

### School profile

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

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	11	19	11
Girls	6	12	7
Boys	5	7	4
Indigenous		4	5
Enrolment continuity (Feb. – Nov.)	73%	87%	69%

#### 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

Our rural community consists of 10 families who live and work in the local area. Families in our community value a public education and prepare their children by instilling high expectations of behaviour, a strong work ethic and supporting community events. The school has one multi-age classroom that operates in smaller multi-aged groupings. The program is developed, and closely monitored, by the teaching principal and assisted by itinerant teachers and teacher's aides.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 6	15	15	11

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

Curriculum at Mutarnee State School is based on the Australian Curriculum Framework and C2C documents. All other learning areas are delivered from the Queensland Curriculum Assessment Authority [QCAA]. All lessons are delivered by the teaching principal and itinerant teachers.

### Co-curricular activities

- Sports Carnivals
- Cross Country
- School Camp
- ANZAC Dawn Service and March
- Creek Watch Water Quality Program
- Art in a Suitcase
- Sporting Schools Program – Cricket, Tennis, AFL
- Fire Awareness Days
- Prep Transition
- Year 6 Transition

### How information and communication technologies are used to assist learning

ICTs are integrated across the curriculum at Mutarnee State School. Computer to student ratio is 1:1 and iPad to student ratio is 1:2. ICTs are utilised whenever possible for learning experiences. ICTs are also being utilised for research, publishing and communication tools. ICTs are also a vital tool in curriculum planning, teaching, assessment and reporting for teachers.

## Social climate

### Overview

We actively promote respect, responsibility and being safe for all interactions within our school community. Being a small school, students, staff and families continue to develop and support positive relationships through our daily interactions with each other, school and community events, newsletters, formal and informal meetings and communication by phone or email.

Late in 2018 we joined the Containers For Change Scheme to work with the community to purchase a Defibrillator for community access.

In the 2018 School Opinion Survey, 100% of students stated that they liked being at their school, are motivated to do well by their teachers, feel safe at this school and are treated fairly at this school.



## 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)	DW	75%	DW
• this is a good school (S2035)	DW	100%	DW
• their child likes being at this school* (S2001)	DW	100%	DW
• their child feels safe at this school* (S2002)	DW	100%	DW
• their child's learning needs are being met at this school* (S2003)	DW	75%	DW
• their child is making good progress at this school* (S2004)	DW	75%	DW
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	75%	DW
• teachers at this school motivate their child to learn* (S2007)	DW	75%	DW
• teachers at this school treat students fairly* (S2008)	DW	75%	DW
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	DW
• this school works with them to support their child's learning* (S2010)	DW	75%	DW
• this school takes parents' opinions seriously* (S2011)	DW	75%	DW
• student behaviour is well managed at this school* (S2012)	DW	75%	DW
• this school looks for ways to improve* (S2013)	DW	75%	DW
• this school is well maintained* (S2014)	DW	100%	DW

\* 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)	100%	100%	80%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	88%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	80%
• teachers treat students fairly at their school* (S2041)	100%	88%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	60%
• student behaviour is well managed at their school* (S2044)	100%	88%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	88%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%



Percentage of students who agree# that:	2016	2017	2018
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\* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Parent participation and involvement in school activities is encouraged throughout the school. Fortnightly newsletters keep all caregivers informed as to the forthcoming events within the school and provide opportunities to celebrate the successes of our school and students. Parents and other interested members of our school community are actively encouraged to be involved within the school by helping on class excursions, special event days, celebrations and tuckshop.

Interviews can be made with the classroom teacher at any time, however, reporting interviews are offered each semester. Parents are actively encouraged to attend Parents and Citizens' meetings.

Special occasions such as ANZAC Day, Remembrance Day, small school athletics, cross-country, swimming carnivals and NAIDOC celebrations allow parents to connect with their child/children's education.

## Respectful relationships education programs

The school implements respectful relationship learning through the curriculum areas of HPE and HASS that focus on appropriate, respectful, equitable and healthy relationships. We acknowledge Daniel Morcombe, Bullying No Way and Domestic Violence Awareness days to add to our student's learning and continue to develop our students understanding and participation in our school values of Respect, Safety and Responsibility.

## 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	0	0	0
Long suspensions – 11 to 20 days	0	0	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

Due to our location, rainwater and bore water play a significant part in our sustainable efforts at the school. Our school uses solar energy to reduce our consumption of electricity.

Students and staff are actively encouraged to reduce the school's environmental footprint by turning off lights and appliances when not in use. They are also encouraged to open windows and use fans rather than air conditioners.

Our students maintain a worm farm for recycling fruit and vegetable scraps and the school has become a community hub for the Containers For Change program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	6,299	9,212	12,693
Water (kL)			

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

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

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	3	4	<5
Full-time equivalents	2	2	<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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	
Certificate	

\*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 \$10 355.

The major professional development initiatives are as follows:

- Phonemic Awareness
- Reading
- Writing
- Leadership
- Developing deeper understandings of Australian Curriculum through combined Planning and Moderation activities

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.	99%	97%	99%

### 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%	90%	97%
Attendance rate for Indigenous** students at this school	DW	84%	97%

\* 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

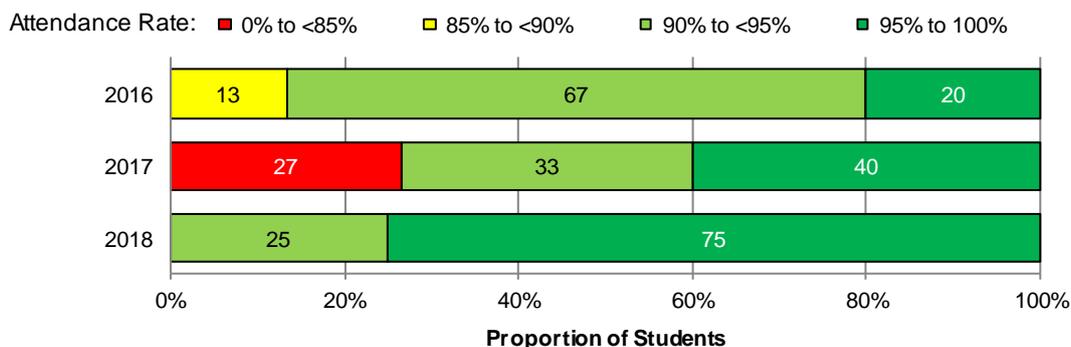
Year level	2016	2017	2018
Prep	92%	84%	DW
Year 1	95%	85%	94%
Year 2	92%	94%	98%
Year 3	DW	84%	99%
Year 4	DW	95%	99%
Year 5	95%	96%	96%
Year 6	DW	97%	96%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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

Non-attendance is managed 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.

Rolls are marked at the start of each school day and after the lunch break. Student attendance is recorded in OneSchool and is included in each child's semester report card.

A dedicated mobile phone is used to receive absence messages and for requesting details about student non-attendance where a reason has not been given. This is entered to OneSchool.

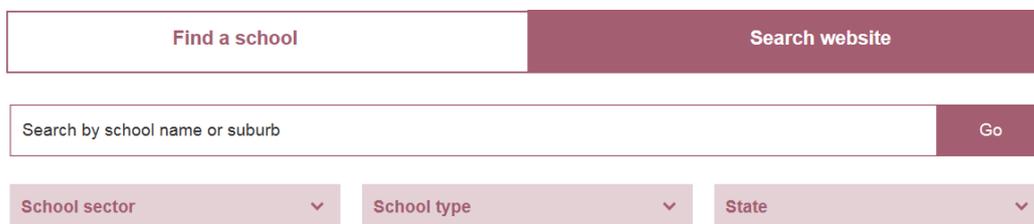
For students with exceptional absences during the term, a meeting with the parents or care-givers is requested so that issues can be discussed and resolved. At times the school principal may be required to provide support and assistance.

### 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.



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



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



#### 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.

