

# Mutarnee State School

## Queensland State School Reporting

### 2013 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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## Principal's foreword

### Introduction

On behalf of the Mutarnee School Community I am pleased to take this opportunity to share our achievements over the last twelve months. Our purpose is to provide a quality curriculum that allows the students to engage in learning so that they are able to reach their potential. Working from the School Strategic Plan we continually monitor, collect and analyse internal and external data to focus on a wide variety of strategies and resources to improve literacy and numeracy. A strong learning culture exists and is promoted. Whole school approaches provide common and transparent approaches for all staff. Leadership capacity is built through shared responsibility and collaborative approaches. The inclusion priority has refocused attention on engagement with learning, providing individualised and alternative approaches to meet the needs of identified students, which has a flow-on effect for all students.

### School progress towards its goals in 2013

Mutarnee State School community is characterised by individual students reaching their potential academically and socially by being motivated and engaged in challenging learning programs and staff who are responsive to change and motivated to develop knowledge and competencies within their roles. We are committed to stimulating learning environments that are inclusive and safe. The school values the partnership of staff, students and parent/caregivers working together to provide a quality education for our students. Our school community aims to foster social and civic responsibility together with responsibility for the environment.

### Future outlook

Education Queensland's *United in the Pursuit of Excellence* underpins the school's 2014 Implementation Plan. Key priorities include reading, writing (spelling and grammar), numeracy, building staff capacity and Embedding Aboriginal Torres Strait Islander Perspectives in Schools (EATSIPS).

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	14	7	7	100%
2012	17	8	9	83%
2013	15	6	9	71%

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

### Characteristics of the student body:

Our rural community consists of eleven families who live and work in the local area, with many involved in managing farming businesses. Families in our school community value a public education and prepare their children by instilling high expectations of behaviour, a strong work ethic and supporting community events.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	12	18	17
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

Our distinctive curriculum offerings

The Curriculum Plan at Mutarnee State School covers curriculum offerings across the Key Learning Areas in terms of the following:

Core learning outcomes – knowledge and skills essential for all students;

Teaching strategies promote active learning and participation for all students;

Assessment Guidelines outline when and how students will be assessed;

Reporting Guidelines ensure all parents/caregivers receive formal reports at least each semester on the progress of their child.

Throughout 2013 greater focus was placed on the school's alignment to the Australian Curriculum and the Curriculum to Classroom Units. Units of work developed and available through One School C2C in the areas of Mathematics, English, Science and History are being used within the classrooms. Study of Society and the Environment, Technology, The Arts, Health and Physical Education and LOTE complete the Key Learning Areas taught to our students.

The introduction of Geography in 2014 will be the dominant area to realign school documents and practice.

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Extra curricula activities

- Romanello Shield (soccer carnival)
- Sports carnivals
- Cross Country
- Barnes Cup
- Ingham Arts Festival (choir & art)
- Reader's Cup Challenge
- School Camp
- ANZAC Day Dawn Service & March

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How Information and Communication Technologies are used to assist learning

ICTs are being used to deliver LOTE (Italian) for students in years 6 & 7, as well as research, publishing and communication tools (MIS) for all students in Prep to Year 7. It is also a vital tool in curriculum planning, teaching, assessment and reporting for teachers. The development of a school virtual classroom through the Learning Place has provided students easier access to learning objects, websites and assessment tasks.

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## Social climate

We actively promote respect, responsibility and being safe for all interactions within our school community. Being a small school, student, 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. In the 2012 School Opinion Survey, staff morale and the percentage of students satisfied that they're getting a good education was 100%.

## Parent, student and staff satisfaction with the school

Overall parents/carers express satisfaction with how the school provides a safe environment for their child to engage and learn in. A key priority in 2012 was to improve the variety of school activities available to the students in their learning. Our dedicated staff took an interest in each child's progress and celebrated their successes, while continuing to access professional opportunities that relate to school initiatives and to enhance their own learning.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	89%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	89%
their child is making good progress at this school* (S2004)	100%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

# Our school at a glance

## Performance measure *(Nationally agreed items shown\*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	100%
they like being at their school* (S2036)	100%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	90%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

## Performance measure

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

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

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

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

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 with the classroom teacher can be made at any time; however, reporting interviews are held each semester. Parents are actively encouraged to attend monthly Parents and Citizens Meetings and hopefully will take the opportunities provided to be involved in their child's education.

Special occasions like Anzac Day, Remembrance Day, small school athletics and swimming carnivals have provided parents and carers with the opportunity to being a part of their child's education.

## Reducing the school's environmental footprint

Due to our location, tank and bore water play a significant part in our Sustainable Environmental Management Plan (SEMP). Our school community is working towards establishing a native corridor, with the assistance of government and non-government agencies, by planting native flora (plants) to attract native animals. Our school is now using solar energy to reduce our consumption of electricity and add back into the 'grid'.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	7,367	0
2011-2012	7,660	0
2012-2013	8,552	0

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

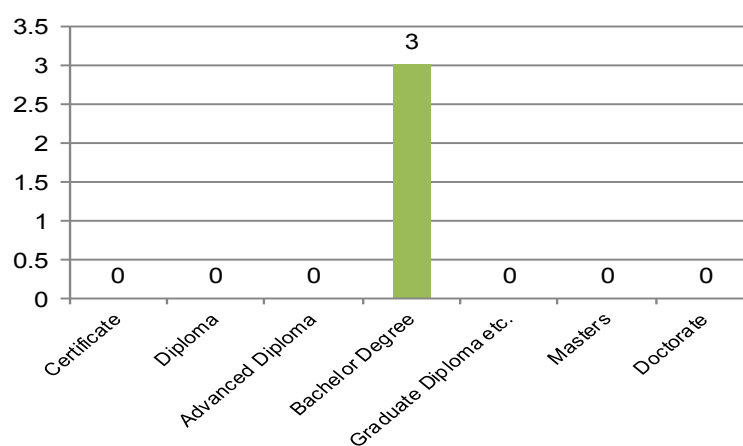
## Our staff profile

### Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	2	5	<5
Full-time equivalents	1	2	<5

### Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.	0
Masters	0
Doctorate	0
<b>Total</b>	<b>3</b>



\* Teaching Staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$8323.

The major professional development initiatives are as follows:

- Leadership workshops
- Online Code of Conduct and Student Protection Training
- Asbestos Awareness
- One School Training
- Earth Science Project
- iPad Workshop

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

## Our staff profile

### Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 21% of staff was retained by the school for the entire 2013 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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



## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	96%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

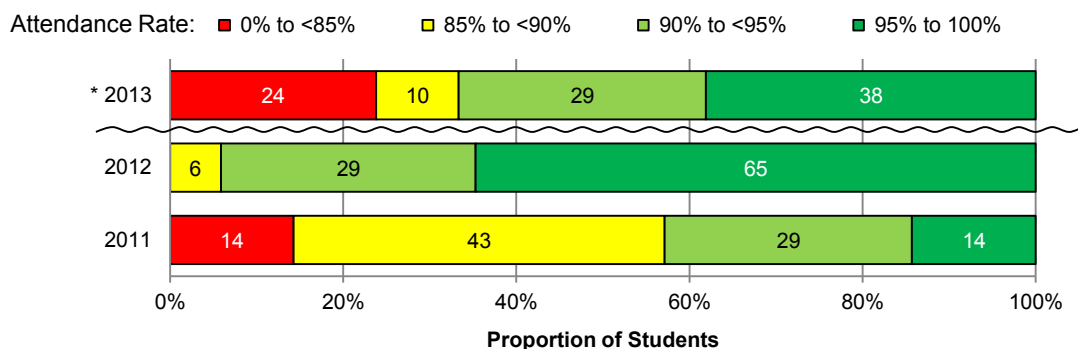
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	DW	93%		DW	89%	90%					
2012	94%	99%	94%	98%	DW	DW	95%					
2013	89%	95%	98%	83%	95%		92%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



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

### Description of how non-attendance is managed by the school

## Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked at the start of each school day and after the lunch break. Student attendance is recorded on One School and is included in each child's semester report card. 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 hopefully resolved. At times the school principal may be required to provide support and assistance. Clear instructions around attendance and notification of absences are documented in the school hand book and regularly featured in the school newsletters. This ensures that parents and care givers are well informed about the procedures for reporting student absences. If a child is absent for two days without explanation the principal will attempt to contact the parent, or in some cases, relatives, via telephone to follow up on these absences. Prolonged absences are followed up by home visits or, if necessary, formal correspondence in line with compulsory attendance policies.

The Every Day Counts strategy is in place within our school community and recognition of 100% attendance is celebrated each semester. Attendance Reward Day is also celebrated at the end of each term for those students with attendance 98% and above.

### 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/>.

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### Achievement – Closing the Gap

In 2013, we had no indigenous students enrolled in our school and our student attendance rate was 92%, compared to the state average of 92%. As a small multi-age school, data is withheld as individual students can be easily identified.