

# Mutarnee State School

## Queensland State School Reporting

### 2014 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 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 2014

During 2014 Mutarnee State School has continued to progress towards its goals. In 2014 the key operational goals were to focus on:

Improve Reading Comprehension	Ongoing
Improve Spelling	Ongoing
Implement Pedagogical Framework	Completed
Ensure consistency of practice	Completed

Great Results Guarantee funds were used to build staff capacity by investing in a lead teacher to mentor, model and coach effective literacy and numeracy teaching. The funds were also used to provide targeted intervention to support individual student needs.

### Future outlook

The Department of Education and Training Strategic Plan 2014 – 2018, the Every Student Succeeding State School's Strategy 2014 -2018 and NQR Key Drivers 2015 underpin the school's 2015 Implementation Plan. Key priorities include reading comprehension, spelling, the embedding of pedagogical framework and maintaining attendance levels.

GRG funding will be used to provide mentoring, coaching and training for all staff in the effective teaching of reading. It will be used to implement focused literacy blocks, staff case management meetings and the use of short term data cycles in reading in order to adjust teaching strategies to suit student needs.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	17	8	9	83%
2013	15	6	9	71%
2014	15	5	10	94%

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

### Characteristics of the student body:

Our rural community consists of twelve 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. 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 the itinerant teachers.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	18	17	3
Year 4 – Year 7 Primary			2
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	3	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> 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 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.

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 the itinerant teachers.

### 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
- Crystal Creek Clean Up

### 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 1:2 and iPad to student ratio is 1:3. ICTs are utilised whenever possible for learning experiences including the use of the touch screen monitors. ICTs are also 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. ICTs are 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.

## 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 2014 School Opinion Survey, staff morale and the percentage of students and parents/caregivers satisfied that they're getting a good education was 100%.

## Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	89%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	89%	83%
their child is making good progress at this school* (S2004)	100%	89%	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	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%	100%
teachers treat students fairly at their school* (S2041)	90%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

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)		100%	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)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
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

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 carnival have given parents and carers the opportunity to be a part of their child's education.

### Reducing the school's environmental footprint

Due to our location, tank and bore water plays a significant part in our Sustainable Environmental Management Plan (SEMP). Our school is using solar energy to reduce our consumption of electricity and add back into the 'grid'. Students are actively encouraged to reduce the school's environmental footprint by turning off lights and appliances when not in use.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	7,660	0
2012-2013	8,552	0
2013-2014	8,838	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.

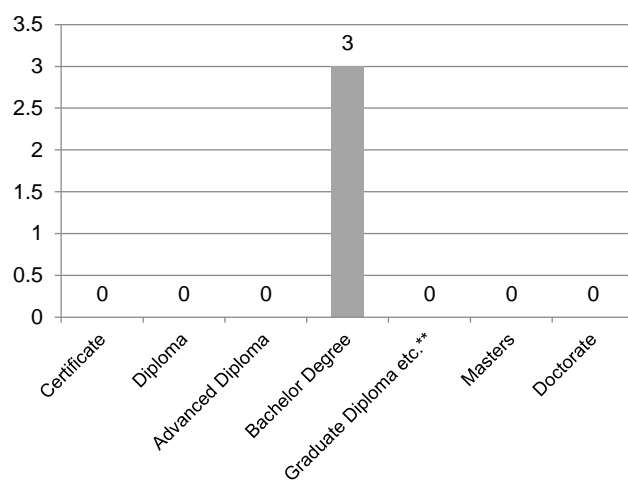
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	<5
Full-time equivalents	1	2	<5

### Qualification 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 2014 were \$2800.

The major professional development initiatives are as follows:

- Leadership Workshops
- Principal Forums
- Online Code of Conduct and Student Protection Training
- Asbestos Awareness
- One School Training
- iPad Workshop
- First Aid Training
- Professional Learning Community Meetings

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.	97%	97%	97%

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

From the end of the previous school year, 100% 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).	96%	92%	93%

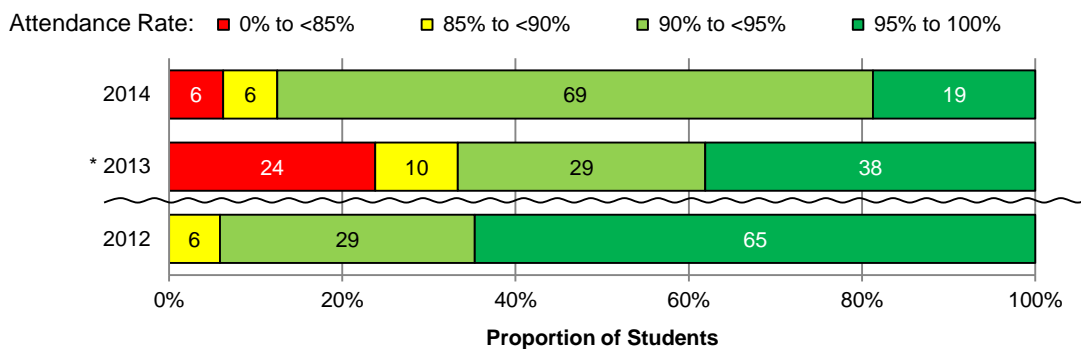
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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%	99%	94%	98%	DW	DW	95%					
2013	89%	95%	98%	83%	95%		92%					
2014	DW	90%	93%	DW	93%	96%						

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.

Rolls are marked at the start of each school day and after the lunch break. Student attendance is recorded on OneSchool 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 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 are 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/>.

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.

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## Achievement – Closing the Gap

Indigenous attendance at Mutarnee State School was similar to that of our Non-Indigenous students. Indigenous achievement data is also similar to the achievements of Non-Indigenous students.