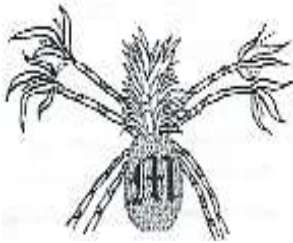


# Mutarnee State School (1317)

## Queensland State School Reporting

### 2012 School Annual Report



Postal address	School Road Mutarnee 4816
Phone	(07) 4770 8131
Fax	NA
Email	the.principal@mutarnees.eq.edu.au
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.
Contact Person	Jean Peachey (Principal)

## 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 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 refocussed attention on engagement with learning, providing individualised and alternative approaches to meet the needs of identified students, which has had a flow on effect for all students.

### School progress towards its goals in 2012

Mutarnee School Community is characterised by individual students reaching their potential academically and socially by being motivated and engaged in challenging learning programmes and staff who are responsive to change and motivated to develop knowledge and competencies with 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 2013 Annual 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 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	18	10	8	86%
2011	14	7	7	100%
2012	17	8	9	83%

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

Characteristics of the student body:

Our rural community consists of ten 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		
	2010	2011	2012
Prep – Year 3	21	12	18
Year 4 – Year 10	7	7	6
Year 11 – Year 12	NA	NA	NA

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	1	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

Students in Prep to Year 7 are very familiar with working in a multi-age environment; however, in 2012 the Australian Curriculum was introduced for the Learning Areas of Mathematics, English and Science. Essential Learnings covered the Key Learning Areas of Studies of Society and the Environment (SOSE), Health & Physical Education, Arts, Technology and Languages Other Than English (LOTE). With a ratio of one adult to six students our dedicated staff are able to identify and support individual educational needs of all learners.

### Extra curricula activities included:

Romanello Shield (soccer carnival), sports carnival,

Cross Country and Barnes Cup (athletes carnival)

Reader's Cup Challenge (placed 2<sup>nd</sup> in North Queensland)

School Camp

Ingham Arts Festival (choir and art)

### How Information and Communication Technologies are used to assist learning

ICT 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.

## 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 2011 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 2011 was to improve the variety of school activities available to the students in their learning. Our dedicated staff take an interest in each child's progress and celebrate their successes, while continuing to access professional opportunities that relate to school initiatives and to enhance their own learning.

# Our school at a glance

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	100.0%
they like being at their school*	100.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	90.0%
they can talk to their teachers about their concerns*	100.0%
their school takes students' opinions seriously*	100.0%

## Our school at a glance

student behaviour is well managed at their school*	100.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	100.0%

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

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	100.0%
with the individual staff morale items	100.0%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results of previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

We encourage parent/carer involvement in a number of ways. These include:

- Assisting in school activities such as reading, school performances, school year book and in the library.
- Participating in school events, such as school camps, culminating events, open days and sporting events.
- Assisting the P&C Association in the tuck shop, community or fundraising events.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Due to our location tank and bore water plays 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, 2011-2012

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	6,872	0
2010-2011	7,367	0
2011-2012	7,660	0

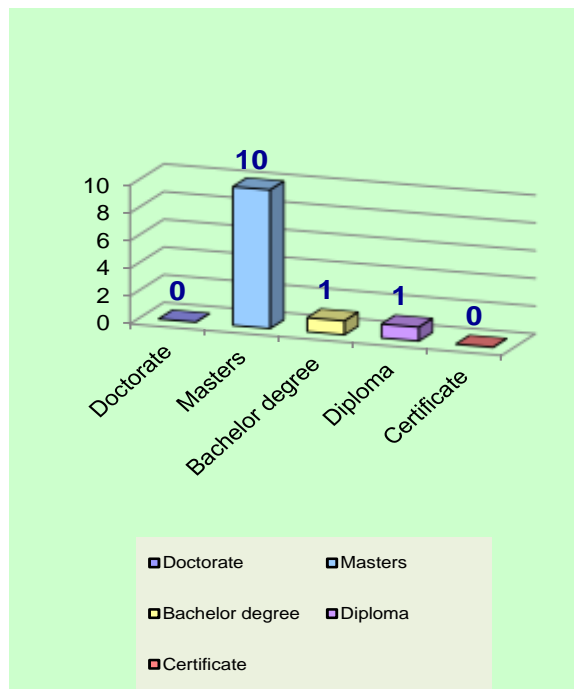
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	1	5	<5
Full-time equivalents	1	1.9	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Bachelor degree	1
Diploma	1
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$3660. The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2011 were \$5057. The major professional development initiatives are as follows:

- Leadership workshops
- Online Code of Conduct and Student Protection Training
- One School Training
- QCAT calibration and moderation
- Earth Science Project
- Digital Pedagogical Licence

## Our staff profile

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94%	98.1%	97.4%

### 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 2012 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at

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' textbox.

**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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	96%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

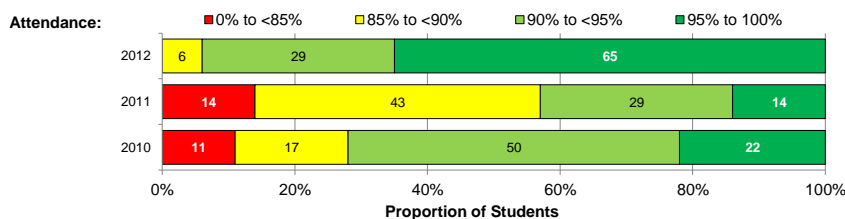
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	NA	DW	NA	DW	91%	88%	94%	NA	NA	NA	NA	NA
2011	91%	DW	93%	NA	DW	89%	90%	NA	NA	NA	NA	NA
2012	94%	99%	94%	98%	DW	DW	95%	NA	NA	NA	NA	NA

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



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

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.

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Our school promotes the “Every day counts” policy which believes that children do better when they are in school all day, every day. Our daily routine is for student attendance to be recorded each morning and afternoon. Any absences not communicated to the school by either phone, letter or email from parent/carers is followed up by the school through an informal and personal enquiry. If a student is not meeting the attendance requirements of the compulsory schooling, we follow the process for Persistent Truancy or Absenteeism for Children of Compulsory School Age (TCS).

# Performance of our students

## 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' textbox.

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Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

In 2012, we had no indigenous students enrolled in our school and our student attendance rate was 90%, compared to the state average of 92%. As a small multi-age school, data is withheld as individual students can be easily identified.