

# Mutarnee State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	School Road Mutarnee 4816
Phone	(07) 4770 8131
Fax	
Email	<a href="mailto:principal@mutarneess.eq.edu.au">principal@mutarneess.eq.edu.au</a>
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	Keith Poulter – Acting Principal

## Principal's foreword

### Introduction

On behalf of the Mutarnee State School community I am pleased to take this opportunity to share our achievements over the last twelve months. Mutarnee State School is committed to providing high quality education and aspires to make a positive difference in the lives of all students. Working from our School Strategic Plan we continually monitor, collect and analyse data to focus our resources and strategies on improving literacy and numeracy. Whole school approaches provide common and transparent approaches for all staff and students. This report will inform our community of our achievements and highlights in 2015. Copies of the School Annual Report will be made available on the school website and copies are available from the school office.

### School progress towards its goals in 2015

During 2015, Mutarnee State School has continued to progress towards its goals. In 2015, the key operational goals were to focus on:

Improve Reading Comprehension	Implemented QAR strategies
Improve Spelling	Implemented explicit teaching of spelling strategies
Embed Pedagogical Framework	Implemented
Maintain Attendance	Improved attendance on previous year

In 2015, the funding from the Great Results Guarantee was used to progress towards the above goals. The funding was used to build staff capacity by investing in a literacy coach to mentor, model and coach effective literacy teaching. The funds were also used to provide targeted intervention to support individual student needs.

### Future outlook

Key priorities for 2016 include Literacy, Numeracy and Attendance goals.

Literacy – Four Lesson Sequence	Implement Four Lesson Sequence	By the end of 2016
Numeracy – Automaticity and Higher Order Thinking Skills	Improve Automaticity Develop Higher Order Thinking Skills	By the end of 2016
Attendance	Maintain Attendance	Ongoing

Invest for Success funding will be used to employ an additional teacher to work in the early years' classroom using the Four Lesson Sequence to develop early literacy skills.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	15	6	9		71%
2014	15	5	10	1	94%
2015	16	6	10	1	84%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### 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 itinerant teachers.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	17	3	17
Year 4 – Year 7 Primary		2	
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	0	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## 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.

### Extra curricula activities

- Sports Carnivals
- Cross Country
- School Camp
- ANZAC Dawn Service and March
- Crystal Creek Watch Program
- Art in a Suitcase
- Easter Hat Parade
- Sporting Schools Program – Cricket, Rugby League, AFL
- Fire Awareness Days
- Prep Transition
- Year 6 Transition

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

ICTs are intergrated 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. ICTs are also being utilised to deliver LOTE (Italian) for students in Years 5 and 6, as well as for research, publishing and communication tools. ICTs are also a vital tool in curriculum planning, teaching, assessment and reporting for teachers.

## Social Climate

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. In the 2015 School Opinion Survey, 100% of students stated that they liked being at their school, felt safe at their school and are treated fairly at this school.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	89%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school (S2001)	100%	100%	DW
their child feels safe at this school (S2002)	100%	100%	DW
their child's learning needs are being met at this school (S2003)	89%	83%	DW
their child is making good progress at this school (S2004)	89%	83%	DW
teachers at this school expect their child to do his or her best (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	DW
teachers at this school motivate their child to learn (S2007)	100%	100%	DW
teachers at this school treat students fairly (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns (S2009)	100%	100%	DW
this school works with them to support their child's learning (S2010)	100%	100%	DW
this school takes parents' opinions seriously (S2011)	100%	100%	DW
student behaviour is well managed at this school (S2012)	100%	100%	DW
this school looks for ways to improve (S2013)	100%	100%	DW
this school is well maintained (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
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)	100%	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%	75%
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:	2013	2014	2015
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%

# '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 held 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 Sporting Schools days have given parents and caregivers 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 efforts at the school. Our school uses solar energy to reduce our consumption of electricity. Students 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	8,552	0
2013-2014	8,838	0
2014-2015	10,579	

\*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.

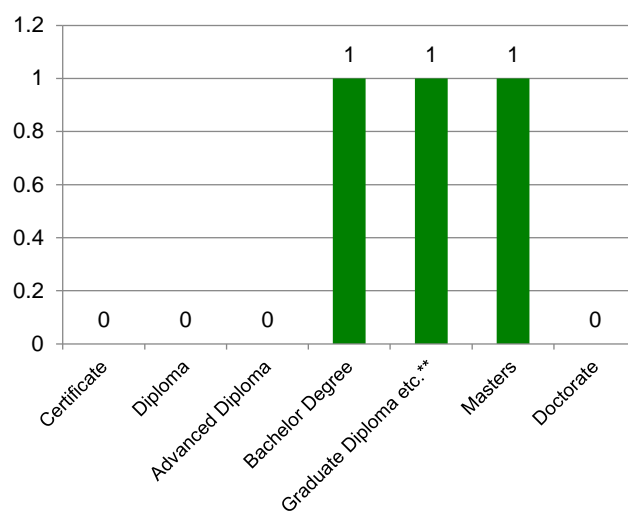
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	4	<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	1
Graduate Diploma etc.**	1
Masters	1
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 2015 were \$3690.

The major professional development initiatives are as follows:

- Principal Conference
- Principal Forums
- Online Code of Conduct and Student Protection Training
- Leadership Workshops
- First Aid Training
- Professional Learning Community Meetings
- Finance Training
- Teacher coaching and development

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

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

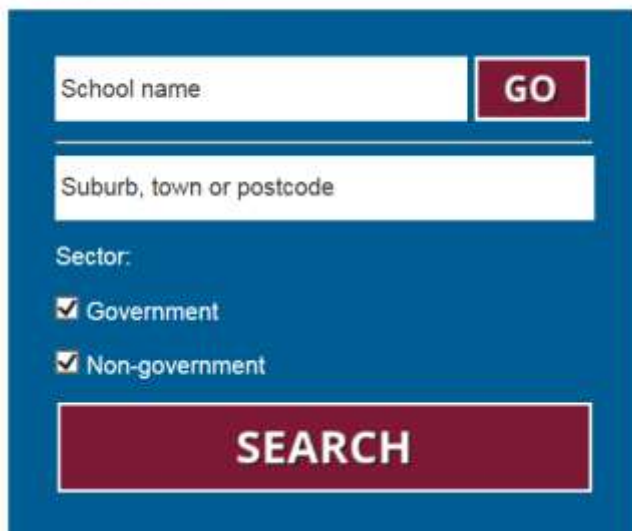
From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

## 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



The image shows a search form with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).		DW	DW

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

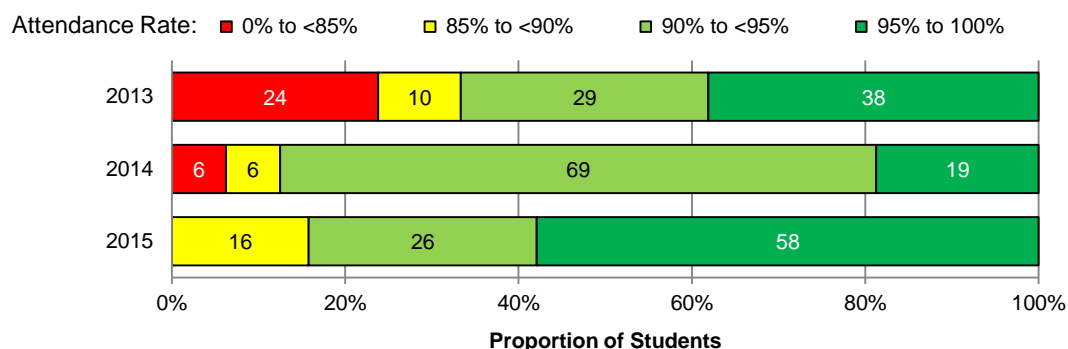
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	89%	95%	98%	83%	95%		92%					
2014	93%	DW	90%	93%	DW	93%	96%						
2015	95%	94%	DW	94%	97%	95%	91%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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 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 outlined in the school handbook and are regularly featured in 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 visits 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 95% and above. Attendance is reflected upon daily, with all students marking their attendance on a chart.

### 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**.

#### Find a school

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.