

Mutarnee State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Situated on the southern bank of the beautiful Crystal Creek, Mutarnee State School is approximately 100km north of Townsville. The school has been enthusiastically providing the young people of Mutarnee with an education since 1923. Mutarnee State School's focus is on providing individual student achievement by delivering best practice programs that centre on the individual child to enable them to achieve to their full potential by implementing programs for promoting Numeracy and Literacy 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 in 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.

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 from 2016. 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 2016

2016 Focus Areas	Results
Attendance Policy	> 93%
NAPLAN Indicators for Literacy and Numeracy:	All students achieved above the National Minimum Standard in all domains
	Substantial growth in Reading, Writing and Spelling
Academic Reporting saw all students achieving a "C" or better in English, Maths and Science.	
100% of staff, students and carers agree that our school is "a good school".	

Future Outlook

Explicit Improvement Agenda
By the end of 2017, all staff will be engaged in collaborative enquiry and co-planning and co-teaching of English units so that 100% of prep to year 6 students are achieving at least a 'C' in English and that of those, 50% are achieving a 'B' or an 'A'.
By the end of 2017, all staff will be engaged in collaborative enquiry and co-planning and co-teaching of Mathematics units so that 100% of prep to year 6 students are achieving at least a 'C' in Mathematics and that of those, 50% are achieving a 'B' or an 'A'.

In 2016, the funding from Investing for Success was used to progress 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.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	15	5	10	1	94%
2015*	16	6	10	1	84%
2016	11	6	5		73%

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 2016, 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

Overview

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	3	17	15
Year 4 – Year 7	2		

Curriculum Delivery

Our Approach to Curriculum Delivery

Curriculum at Mutanee 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
- 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 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. 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

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. In the 2016 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	DW	DW
this is a good school (S2035)	100%	DW	DW
their child likes being at this school* (S2001)	100%	DW	DW
their child feels safe at this school* (S2002)	100%	DW	DW
their child's learning needs are being met at this school* (S2003)	83%	DW	DW
their child is making good progress at this school* (S2004)	83%	DW	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	DW
teachers at this school motivate their child to learn* (S2007)	100%	DW	DW
teachers at this school treat students fairly* (S2008)	100%	DW	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	DW
this school works with them to support their child's learning* (S2010)	100%	DW	DW
this school takes parents' opinions seriously* (S2011)	100%	DW	DW
student behaviour is well managed at this school* (S2012)	100%	DW	DW
this school looks for ways to improve* (S2013)	100%	DW	DW
this school is well maintained* (S2014)	100%	DW	DW

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
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%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
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%	75%	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%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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 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.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	1	0
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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	8,838	0
2014-2015	10,579	
2015-2016	6,299	

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.

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 <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

Sector:

Government

Non-government

Where it states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	<5
Full-time Equivalent	2	2	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$ 3477.

The major professional development initiatives are as follows:

Curriculum Leadership

Quality Teaching and Learning

Reading Proficiency

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	99%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

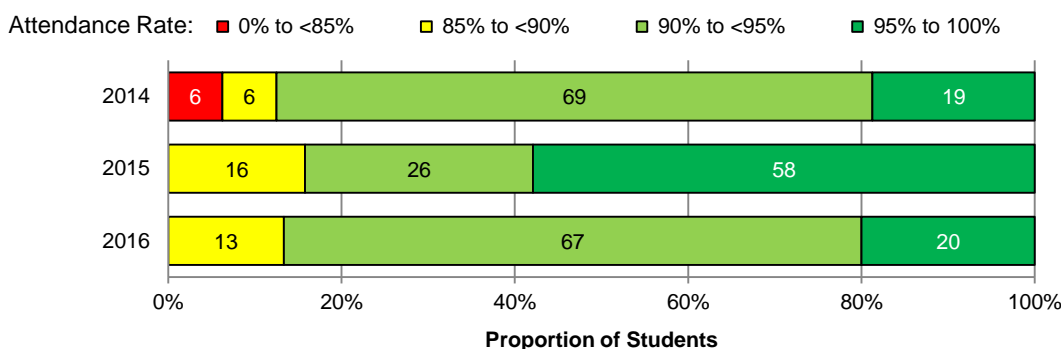
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	DW	90%	93%	DW	93%	96%						
2015	95%	94%	DW	94%	97%	95%	91%						
2016	92%	95%	92%	DW	DW	95%	DW						

*Attendance rates effectively count 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.

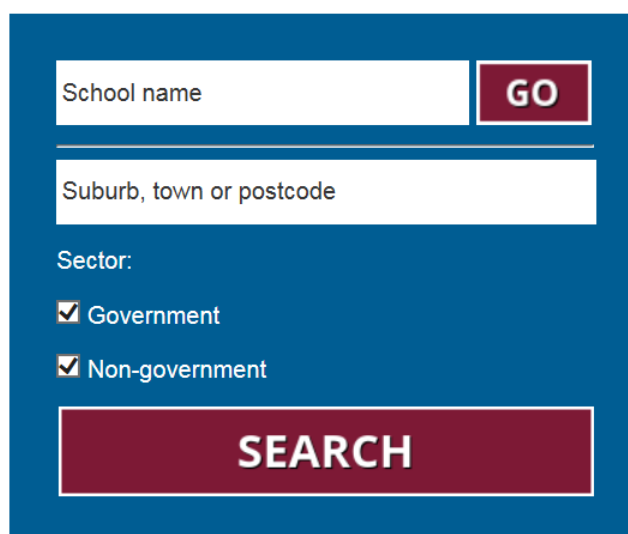
Attendance is reflected upon daily, with all students marking their attendance on a chart.

NAPLAN

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



The image shows a search form titled "Find a school" 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 with two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it states '**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.