

# Mutchilba State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

The following report gives a brief description of our students and staff. Due to the size of our school some information may be withheld to obtain confidentiality.

Welcome to Mutchilba State School's 2015 Annual Report. Mutchilba State School is a vibrant and active learning environment for both students and staff, with parents actively contributing to the school life, and their children's education.

Being a small school Mutchilba State School has adopted a multi-age philosophy in the structure of the classrooms. There are many advantages of running a multi-age classroom. Multi-age promotes and supports the understanding that different age groups can be achieving at the same or similar level, while maintaining healthy social and emotional well-being and development. Students are also able to be involved a range of activities at different levels working at their own capacity in a caring and supportive environment. Students here are able to be exposed to greater personal challenges and accept more responsibility.

### School progress towards its goals in 2015

Mutchilba State School has made major improvements in students' skills in Reading, Grammar and Punctuation and Numeracy through mastery programs which are starting to show through in students' work in all year levels. It is expected that in 2016, when these programs are re-assessed, we can continue with them and continue up skilling those in the lower school around these programs and focus on Writing within the upper school.

Mutchilba State School has improved relationships with the local community, as well as other agencies and businesses who value our contribution to our community.

We are continually striving to achieve National average or above results in curriculum learning areas for all students.

### Future outlook

Mutchilba State School will continue to refine its reading and spelling programs to cater for the diverse needs of our students.

Mutchilba State School will adapt and/or adopt effective data analysis tools to assess students' academic results and aim for strong improvements for all students.

Mutchilba State School will be working with cluster schools to better teaching practice and extend on Regional and State Priorities.

## 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	33	18	15	7	94%
2014	30	17	13	7	93%
2015	20	10	10	6	86%

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:

Mutchilba State School is a coeducational facility offering a comprehensive individualised learning program for all P-6 students. All students travel by bus from the surrounding rural area where the majority of families come from agricultural backgrounds. As these families are stable, the number of students attending is reducing because there is no rental accommodation and/or other bus services running through other catchment areas.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	13	10
Year 4 – Year 7 Primary	9	9	11
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	1	0	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.

## Curriculum delivery

### Our approach to curriculum delivery

Learning Support programs for identified students

Middle Phase Learning Cluster initiatives

Dedicated Literacy and Numeracy Blocks

Learning Connections for all students

National Assessment Competitions for Middle Phase Learners

Transition programs for pre-school age students entering Prep and for year 6 and 7 students entering High School

LOTE (Italian) for Middle Phase Learners in years four, five, six and seven

Access to online curriculum activities that differentiate for each learner

### Extra curricula activities

Athletics and Cross Country activities for all students

Community Events ( ANZAC Day, Remembrance Day, Mutchilba Community Centre Functions)

Leadership Camp for students in their last year of primary school

A variety of cultural, social and physical activities, generally RREAP funded (Kids to Kangaroos; Auskick; Indigenous Arts, Arts Council performances and others)

Team Leadership opportunities with all year 6 and 7 students inducted as School Ambassadors/Captains.

Under 8s Day for Walsh Cluster of Schools

Excursions

Publication of Annual Magazine

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

An ICT for Learning Agreement has been implemented to support the development of lifelong learning for our students. Students have opportunities to use a range of ICTs for learning. Computers are arranged so all students can access them regardless of age, and the current computer to student ratio is 2:1. The School uses a range of software programs to support learning areas, particularly numeracy and literacy. Year 6 students are encouraged to enter the Mareeba Cluster of Schools Digital Showcase. Staff are encouraged to continually update their own skills with professional learning and development programs. All students also have access to XO laptops that can be taken home. This is done through an agreement signed by the parents at the time of enrolment.

## Social Climate

This School's social climate reflects our wider community – close knit - with high family values and attitudes, as well as the diverse cultural backgrounds from which our students come. As a small school we are able to provide for individual learning needs. Visitors to the school are welcomed by both students and staff, and this reflects our family values in a supportive learning environment.

This small rural school fosters a positive school climate. The majority of the children are independent workers and display good group work qualities. The children adjust their interactions with each other according to their individual abilities and needs. The children are highly supportive of each other and willingly assist each other with their work, and celebrate each other's achievements and successes. The children all play together during recess breaks in a friendly and cooperative manner.

### 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)	100%	100%	67%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	89%	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%	100%	67%
their child is making good progress at this school (S2004)	100%	100%	67%
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%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	100%
teachers at this school treat students fairly (S2008)	100%	100%	67%
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%	67%
this school takes parents' opinions seriously (S2011)	100%	100%	67%
student behaviour is well managed at this school (S2012)	100%	100%	67%
this school looks for ways to improve (S2013)	100%	100%	DW
this school is well maintained (S2014)	100%	100%	100%

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%	92%	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)	60%	100%	100%
their school takes students' opinions seriously (S2043)	80%	100%	100%
student behaviour is well managed at their school (S2044)	100%	92%	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:	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)	DW	100%	DW
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

Our School actively encourages parental involvement in children's learning journeys. Parent-teacher conferences are conducted twice annually, after the issue of formal Progress Reports each semester. Volunteering in any child's classroom is welcomed and encouraged. Parents have the opportunity to attend parades on Monday mornings and participate in special events like ANZAC day parades and other performances that come to the school, or are produced by the school.

Attending school functions (Sports Day, Graduation Dinner), extra-curricular activities (school camps, under 8's day, Student Council functions) indicate to your child that you value their learning experiences. Involvement in our P and C Association will directly influence our school and, more importantly, each child's lifelong learning journey.

### Reducing the school's environmental footprint

Our school actively tries to reduce the amount of water and electricity we consume. As the 2013 year was an extremely dry year for us, we did have to use a large amount of water to keep areas within our school safe for students. We have been reducing our energy consumption by using natural light within the classrooms, turning off equipment each day and rostering students to manage the use of lights, fans and air conditioners within the classrooms, particularly switching things off before lunches.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	14,414	15,722
2013-2014	9,582	2,836
2014-2015	8,970	111

\*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.

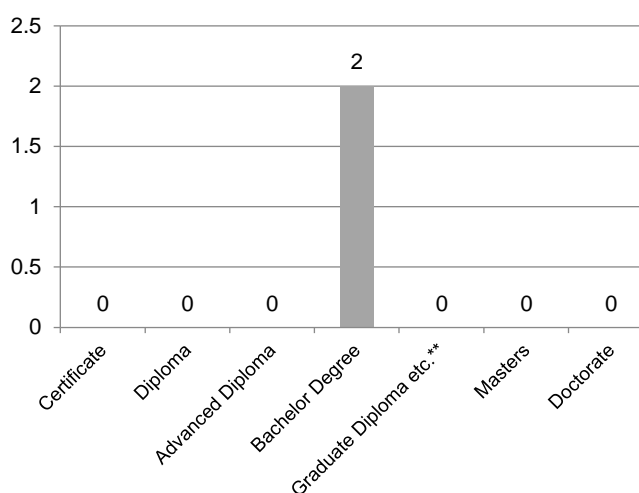
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	<5
Full-time equivalents	2	2	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>2</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 \$ 8,430.04

The major professional development initiatives are as follows:

- Literacy
- Numeracy
- QCAA Writing workshop
- Student and Staff Wellbeing
- Compulsory Department modules
- Explicit Teaching
- More Support for Students with Disability
- Peer Learning through school visitations
- Coaching and feedback sessions both internally and externally
- Principal's Conference 2015

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.	92%	94%	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

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).	90%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	97%	91%

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)**

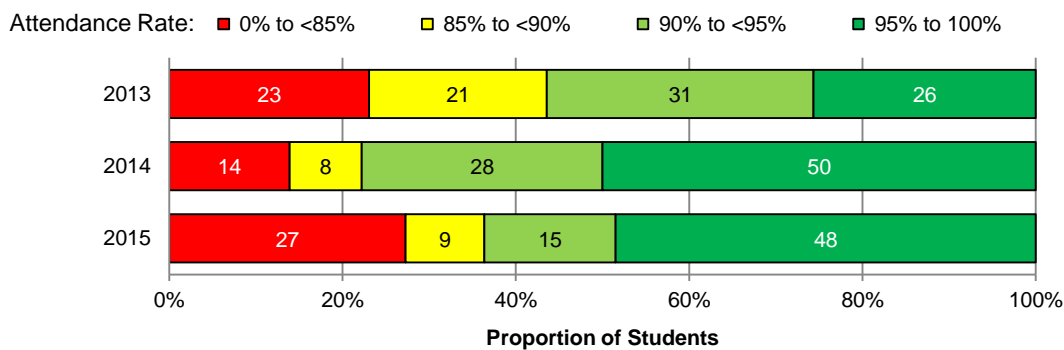
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	85%	94%	93%	89%	80%	92%	94%					
2014		94%	94%	91%	92%	94%	94%	94%					
2015	91%	62%	93%	91%	89%	94%	96%	DW					

\*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.

Students whom are absent, must bring a note or a parent is required to ring the school to explain the absence. Parents are rung to confirm why a student is away if a note or phone call isn't received within 5 days of the absence. Our school follows the regions Attendance Strategy to ensure all students are getting a great education.

To aid in increasing our attendance we have focused on the days of the week where absences are higher and developed programs or adjusted programs for the students. Some of the programs include Kids Club, end of the week reward time, Breakfast club and lunchtime activities.

**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

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Sector:

Government

Non-government

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.