



Mutchilba State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Mutchilba was first opened on the 21st of August, 1939 and is located on the western side of the Great Dividing Range, along the Walsh River, approximately 33 kilometres west of Mareeba in a diverse agricultural area. We are a co-educational school offering year levels Prep to Year 6 and currently operate two multi-age classrooms - an Early Years Learning Centre (P to 3 students) and a Middle Phase Learning Centre (Year 4 to 6 students). In 2016 our total student enrolment is 18.

Mutchilba is also part of the Mareeba Cluster of State Schools and the Walsh RREAP (Remote and Rural Education Assistance Program) which financially supports many curricular programs. Some of our curricular programs include LOTE (Italian), Music and Health & Physical Education, which are taught by visiting specialist teachers. We have an active and enthusiastic Parents and Citizens Association who make an invaluable contribution to our children's learning journeys. As a small school, we have a dedicated staff that cater to the needs of the student, which challenges and extends their learning through consolidations, play and a rigorous curriculum.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Mutchilba State School has made major improvements in students' skills in Reading, Spelling, 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 2017, when these programs are assessed, we can continue with them and continue up skilling staff in the lower school around these programs and focus on Writing within the upper school.

Mutchilba State School has improved relationships with the local and wider communities, 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 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	30	17	13	7	93%
2015*	20	10	10	6	86%
2016	18	9	9	5	89%

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

Mutchilba State School is a co-educational facility offering a comprehensive individualised learning program for all P-6 students. The majority of students travel by bus from the surrounding rural area where the main employment opportunities for families comes from the agricultural sector. 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. In 2016 we do have some student being driven from outside the catchment of the school to attend.

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	13	10	18
Year 4 – Year 7	9	11	
Year 8 – 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.

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

Co-curricular Activities

Athletics and Cross Country activities for all students

Community Events (ANZAC Day, Remembrance Day, Mutchilba Community Centre Functions, State of Origin Events)

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

Walsh River Leadership Camp

Small Schools Cluster camp

Excursions

Publication of Annual Magazine

How Information and Communication Technologies are used to Assist 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

Overview

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

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%	67%	67%
this is a good school (S2035)	100%	100%	67%
their child likes being at this school* (S2001)	100%	100%	67%
their child feels safe at this school* (S2002)	100%	100%	67%
their child's learning needs are being met at this school* (S2003)	100%	67%	100%
their child is making good progress at this school* (S2004)	100%	67%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	67%
teachers at this school motivate their child to learn* (S2007)	100%	100%	67%
teachers at this school treat students fairly* (S2008)	100%	67%	67%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	67%
this school works with them to support their child's learning* (S2010)	100%	67%	67%
this school takes parents' opinions seriously* (S2011)	100%	67%	67%
student behaviour is well managed at this school* (S2012)	100%	67%	67%
this school looks for ways to improve* (S2013)	100%	DW	67%
this school is well maintained* (S2014)	100%	100%	100%

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)	92%	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%	75%
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)	92%	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%

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%	DW	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%

* 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

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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These include the FRIENDS FOR LIFE and SEASONS FOR GROWTH programs that allow students to better understand their feelings and reactions to situations, and develop strategies to assist them in resolving or assisting if unfamiliar situations arise.

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	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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	9,582	2,836
2014-2015	8,970	111
2015-2016	13,036	

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	2	4	<5
Full-time Equivalents	1	2	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	2
Diploma	0
Certificate	0

*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 \$ 4,473.

The major professional development initiatives are as follows:

- Literacy
- Numeracy
- 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

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.	94%	97%	95%

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%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	97%	91%	94%

*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%.

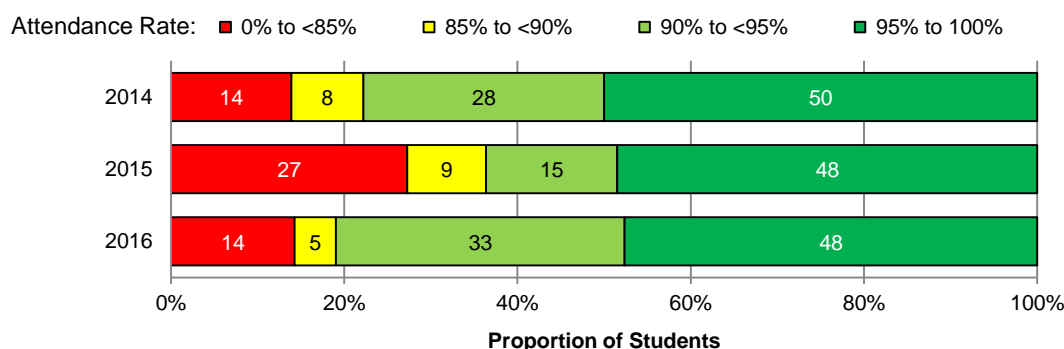
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		94%	94%	91%	92%	94%	94%	94%					
2015	91%	62%	93%	91%	89%	94%	96%	DW					
2016	90%	87%	DW	92%	94%	88%	98%						

*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.

Students whom are absent, must bring a note or a parent is required to ring the school to explain the absence. The administration staff of the school check for absences before 9:30am each day and contact parents to obtain

a reason for absences. 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.

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

School name

Suburb, town or postcode

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 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.