

Mttaburra State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Mttaburra State School is a small outback community of learners, located geographically in the centre of Queensland 120 km north of Longreach. We believe in individualised learning through inclusive and multiage philosophies in a safe and supportive environment. Through the focus on teaching, learning and integration of sustainability, technology and outback values we strive to become lifelong learners that respect, are responsible for and celebrate the diversity of our students, community and country. Mttaburra State School is a sustainable learning community of teachers, students, parents and friends who are digitally connected, creative and wise. This School Annual Report presents the milestones and achievements of our school, students, staff and community during 2014. This report is shared online on our website – mttaburss.eq.edu.au. It is also on display in our School Administration Office and for those without internet access a copy including financial and NAPLAN reports is available upon request.

School progress towards its goals in 2015

2015 Priorities	Improvement	Addressed	Ongoing
Reading	Use the Outback Advantage Assessment schedule for all NAPLAN practice tests undertaken and analysed twice a term and moderate within the coalition once a term.	✓	
	Develop highly effective teaching practices and increasing data literacy for all teachers through internal monitoring.		✓
	Volunteer Reading Program before school.		✓
	Explicit guided reading lessons to embed reading and comprehension strategies for every year level, every day.	✓	
	Ensuring consistent, whole school practices around the teaching of reading, which are responsive to the needs of students.	✓	

	Increase teacher's repertoire of effective strategies for teaching comprehending and comprehension across all learning areas.	✓	
	Provide professional development and coaching to ensure teachers are confident and effective in their delivery of the reading curriculum in a multi-age setting.		✓
Language Conventions	Embed spelling program throughout the school, ensuring all teachers are confident in the delivery. Further PD may be accessed if necessary.		✓
	Implement the Outback Advantage Assessment Schedule in NAPLAN Grammar and Punctuation and Spelling and moderate termly.	✓	
	Provide professional development and coaching to ensure teachers are confident and effective in their delivery of the grammar and punctuation and spelling curriculum in a multi-age setting.		✓
Writing	Implement the Outback Advantage Assessment schedule and moderate NAPLAN Writing practice tests every term. Analyse and use data to develop differentiated teaching strategies.	✓	
	Improving pedagogical practice based on research and best practice to improve attainment levels of students.		✓
Numeracy	Use the Outback Advantage Assessment Schedule for all NAPLAN practice tests undertaken. Analyse twice a term and moderate once a term within the Outback Advantage Coalition.	✓	
	Embed Rob Proffitt-White's Numeracy Improvement Project strategies with the teaching and implementation of the mathematics curriculum across all year levels.		✓
	Provide professional development and coaching to ensure teachers are confident and effective in their delivery of the mathematics curriculum in a multi-age setting.		✓
Science	Implement CQ Small School P-6 science program.	✓	
Pedagogy	Implement and embed Central Queensland's Explicit Instruction framework to all key learning areas across all year levels.		✓
	Develop and embed a clear, specific and precise Induction program that clearly outlines the school's Explicit Instruction expectations, to ensure consistency and sustainability.		✓
	Create, refine and sustain a system of instructional leadership that includes approaches to monitor teacher practice and provide developmental feedback that includes classroom walkthroughs, classroom visits, full observations and instructional rounds.	✓	
	Provide professional development and coaching to ensure teachers are confident and effective in their delivery of explicit instruction and pedagogy in a multi-age setting.	✓	
Transition	Continue to investigate e-kindy options for Muttaborra through BSDE and external partnerships.	✓	

Attendance	Promote attendance through the newsletter and parade.	✓	
	Increasing the rate of student attendance	✓	
	Developing parent awareness of the importance of regular student attendance.	✓	

Future outlook

- Writing – to have all students improving at a rate higher than the nation with 35% of students in year 3 and 5 performing in the Upper two bands.
- Attendance level at 94% or higher for all students
- Embed school reading program and ensure consistency across the school
- High student engagement with a focus on curriculum goals and achievement
- Increase parent engagement and participation within the school to provide a collaborative approach to learning for students and their families
- All students achieve a C or higher in English, Mathematics and Science

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	14	6	8	1	81%
2014	10	5	5	1	69%
2015	11	5	6	1	63%

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:

In 2015 Muttaborra State School catered for students in a rural and remote community. We implemented a differentiated curriculum for both indigenous and non indigenous students. There were no students with English as a second language. Our enrolments fluctuated during the year as Muttaborra can have a transient population.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	8	7	7
Year 4 – Year 7 Primary	6	3	5
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	0	1	8
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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* 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

Muttaburra State School prides itself on quality teaching and learning. The school offers a strong curriculum program from Prep to Year 6. In 2015 the Key Learning Areas of Mathematics, English, Science, History and Geography were implemented under the Australian National Curriculum. The Arts, Technology, HPE and LOTE were also implemented, using the QCAR Framework. Muttaburra State School promotes the benefits of the multi-age classroom and a multi-age environment. The multi-age units are organised into cohorts of Prep to Year 3 and Years 4 to 6. In this multi-age setting, all students are offered a differentiated curriculum.

Extra curricula activities

Muttaburra State School provides a range of extra -curricular activities through School and P&C support and involvement including:

- Attendance at an annual Sports Camp held in Windorah
- Chaplaincy Program – access and support from a school based Chaplain 2 days per week
- Combined swimming and athletics carnivals with the Outback Advantage Cluster of Schools
- Community Gardening Club
- Specialist swimming and tennis coaching
- Participation in the Big Film Festival through the Barcaldine Regional Council
- After School Netball in Aramac
- Music Viva Workshop in Aramac for the 4 – 6 students
- Performance by St John's Camberata String Orchestra in Ilfracombe

How Information and Communication Technologies are used to improve learning

Computers are used to assist in the delivery of all subject areas. Sometimes they assist with research; sometimes they are used to present and publish work in a professional manner. At other times they are used in conjunction with software programs to reinforce and consolidate what has been explicitly taught by teachers during face-to-face lessons. The school has seven work stations and five laptops for students to access.

ICT specific activities:

- French is delivered wholly through ICT's, using both a telephone and computer link up
- Online curriculum support programs such as Reading Eggs was utilised by students
- Teachers have access to an electronic whiteboard to assist in lesson delivery.

Social Climate

Mttaburra State School highly respects and values its students, staff and the community. We are committed to ensuring a quality learning centre where respect and tolerance are embedded in us all through explicitly discussing the topics that affect us all as individuals in a safe and supportive environment. Students engage in a differentiated, multiage curriculum that encompasses students learning needs and learning styles.

We value the input and productiveness of the partnerships within the community, local business and other agencies with whom we interact. Our school is conscious of the technology available to students, and promotes digital ethics and citizenship. The school communicates with parents and the community through a fortnightly newsletter and the school website. The website allows our students to access educational learning programs that align with classroom learning activities. Parental input is sought in relation to school planning and all parents are able to offer opinions and ideas for the future direction of our school. The P&C meets regularly and plays an integral part in supporting the school's extra curricula activities.

We have an anti-bullying culture developed within the school and as an integral part of our School Responsible Behaviour Plan for students. The students are taught the 5 bullying response strategies and our school rules to be Safe, Responsible and Respectful. Our students work towards set behaviour goals and aim to be Gold and Silver students in our school. Our students are taught to be responsible for their own actions and aware of the impact they have on other staff and students in our school.

Positive Behaviour Support Philosophies underpin our school responsible behaviour plan and the expectations of our students are explicitly taught. Behaviour expectations, positive behaviour goals and consequences for undesirable behaviour are clearly displayed within the classroom for students. Students work towards behaviour goals and a whole class weekly focus is shared with students, parents and the wider community.

We are fortunate to receive the weekly services of a School Chaplain through Scripture Union, Queensland. Our Chaplain supports our students, staff and the community through in school activities and community events. He also provides an impartial support role to those who may require it throughout the year or can converse with parents and students on an ongoing basis through negotiation.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	67%	DW	100%
this is a good school (S2035)	67%	DW	100%
their child likes being at this school (S2001)	100%	DW	100%
their child feels safe at this school (S2002)	100%	DW	100%
their child's learning needs are being met at this school (S2003)	67%	DW	100%
their child is making good progress at this school (S2004)	67%	DW	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)	67%	DW	100%
teachers at this school motivate their child to learn (S2007)	100%	DW	100%
teachers at this school treat students fairly (S2008)	67%	DW	100%
they can talk to their child's teachers about their concerns (S2009)	100%	DW	100%
this school works with them to support their child's learning (S2010)	67%	DW	100%
this school takes parents' opinions seriously (S2011)	67%	DW	100%
student behaviour is well managed at this school (S2012)	67%	DW	100%
this school looks for ways to improve (S2013)	67%	DW	100%
this school is well maintained (S2014)	100%	DW	100%

Performance measure

Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	67%	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)	83%	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%	100%
their school looks for ways to improve (S2045)	83%	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)	75%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	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%

'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

As a small, rural and remote school, we actively encourage parents to become involved in their child/childrens education and are continually striving for a supportive school environment. This communication and involvement can take many forms but may include:

- Working as a classroom volunteer and/or being involved with school information and celebration days.
- Accompanying children on excursions, sporting events, camps and other community based activities
- Communication and discussing ideas/concerns with the Principal and/or teachers
- Attending Parent and Citizens meetings for input and involvement in consultation, decision-making and fundraising through P& C events

- Supporting Homework Club, Sports Programs or Chaplaincy

Communication through the school and home is undertaken through :

- Fortnightly newsletters
- Email
- Text messages and phone calls
- Letters or permission as required
- Twice yearly formal reports
- Formally scheduled parent-teacher interviews twice yearly
- Additional parent-teacher discussions and conferences on a responsive and ongoing basis.

Reducing the school's environmental footprint

Our school has solar panels installed and is connected to solarschools.net. Reduction in annual electricity usage has also been achieved through energy saving practices and rectification of electricity issues that existed in the school. Students also observe several practical approaches to sustainability including switching off computers and monitors at night, in addition to lights and air conditioners sustainability responsibilities.

Our electricity usage will vary from year to year, depending on just how hot the summer becomes. Some years when the summer temperature soars early and remains high until later in autumn, it will be necessary to run the air conditioning systems for longer periods of time.

Students and staff are encouraged to turn off all electrical appliances when they are not in use; and all air conditioning units are pre-set to twenty-three degrees centigrade which automatically shut down after two hours of use.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	13,892	0
2013-2014	10,276	16
2014-2015	13,379	16

*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.

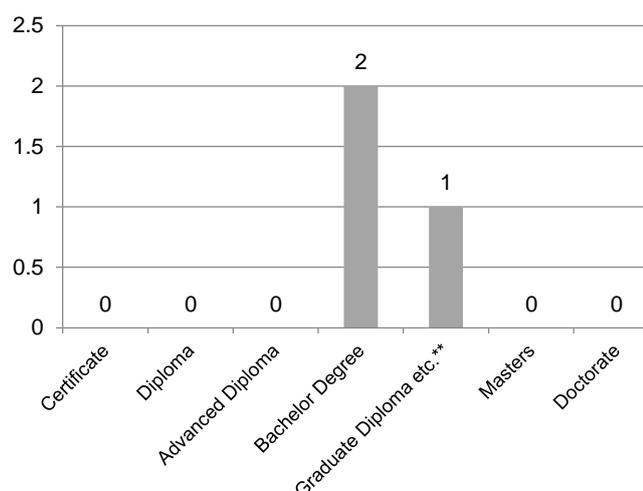
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

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.**	1
Masters	0
Doctorate	0
Total	3



*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 \$4746.77.

The major professional development initiatives are as follows:

- Statewide Principal's Conference
- Asbestos training
- Finance Training
- First Aid
- Principal's Business Meetings
- Curriculum Leaders Workshop
- Instructional Rounds
- Explicit Instruction
- Austswim Training
- Multi-age Curriculum development
- Crossing Cultures Workshop
- Workplace Health and Safety
- Principal's Induction

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.	100%	96%	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

GO

Sector:

Government

Non-government

SEARCH

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).	87%	89%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	82%	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)

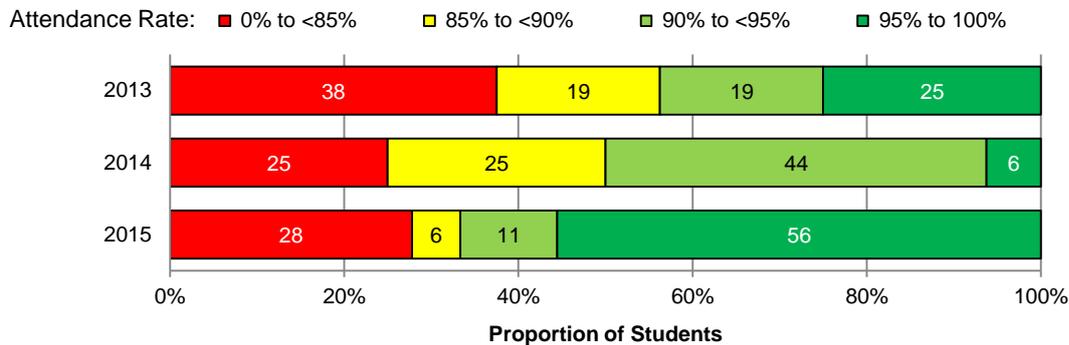
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	81%	86%		92%	83%	85%	DW					
2014	87%	93%	DW	90%	DW	90%	DW	81%					
2015	95%	95%	94%		92%	DW	87%						

*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.

In 2015, at Muttaborra State School, Everyday Counts. As our school utilises electronic roll marking morning (9:00am) and afternoon (2:45pm) daily as part of OneSchool, both the school and parents / guardians have some processes to adhere to -

- A phone call is required on the day of the absence /s for every student. A message can be left on the answering machine if unanswered or at anytime during the morning prior to school.
- For prolonged illness (3 days or longer) - in addition to the above - a medical certificate is appreciated upon student return.
- For other absences that are known about in advance, a discussion (phone, email, in person) with the Teacher is appreciated and the dates will be noted for the upcoming absence with authorized or unauthorized explanation.

Absences are strictly marked as 'unexplained' if notification on or before the date of absence is not received. Naturally, in emergency situations, families are encouraged to make contact with the school to discuss personal circumstances in confidence with the Principal, at the earliest opportunity.

In order to ensure the accuracy of rolls and records, Unexplained Absence Notification letters are periodically sent home engaging parents in communicating reasons for recorded unexplained absences.

At Muttaborra State School, unauthorised, continued or prolonged absences are addressed through the Principal engaging in discussions with families surrounding attendance, either by phone or arranging a meeting either at school or at home.

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.

There were no students at Muttaborra State School in 2015 in Grade's 3 and 5 who completed the NAPLAN tests therefore there is no data available.

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**.

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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.