

Mttaburra State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Honour Before Honours... Respect, Responsibility and Lifelong Learning...

Mttaburra State School is a small outback community of learners, located in the geographic centre of Queensland. We promote honour as a way of life and for living. We are grateful for the present moment, everything that came before and everything that will follow. We believe in individualised learning through inclusive and multiage philosophies in a safe and supportive environment.

Through the focus on teaching, learning and fusion 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 2013. 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 2013

In 2013, Mttaburra State School's progress and achievements towards its goals are aligned with the Annual Implementation Plan:

School Curriculum	C2C English, Mathematics and Science Implementation and KLA Programs Explicit Improvement Agenda	<p>Whole School Assessment Framework</p> <ul style="list-style-type: none"> - Implement the Australian Curriculum, multi-age C2C units and KLA Programs. - Develop Whole School Assessment Framework incorporating current Assessment Schedules. - 5 weekly reading priority assessment. <p>Reading, Writing and Spelling Resources</p> <ul style="list-style-type: none"> - Purchase additional PM Benchmark assessment, reading and writing resources. - Implement Words Their Way individual developmental spelling program. - Integrated Cycles of Improvement through Intervention (iCITI) - All staff to have a daily timetable that outlines teaching and learning intent of lessons.
Teaching Practice	Student Goal Setting and Feedback	<ul style="list-style-type: none"> - PAT-R Data. - PM Benchmark and PROBE Data. - NAPLAN Data.

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	<p>Reading Volunteers Program</p> <p>Assessment, Internal Monitoring and Targets</p> <p>Evidence Based Decision Making</p>	<ul style="list-style-type: none"> - Volunteers attend weekly during morning literacy block. - Reading Data Triangulation. - Student Targets. - Students have aspirational and realistic targets set for individual improvement.
Principal Leadership and School Capability	<p>Instructional Leadership</p> <p>Developing Workforce Performance</p>	<ul style="list-style-type: none"> - Explicit Teaching and Teacher Feedback - Whole School Pedagogy Plan - Develop whole school Professional Development Plan - Implement Performance Framework Plan for all staff
School-Community Partnerships	- School Community Collaboration	<p>Digital Learning Environments</p> <ul style="list-style-type: none"> - Purchase mobile devices including student laptops and iPod Touch. - LOTE learning environment for remote access. - Students who become isolated due to weather engage in modified learning through a school website online resource page. <p>Sustainability</p> <ul style="list-style-type: none"> - Develop School Community Garden. - Water Tanks installation. - Contractor Site Preparation. - Working bees for tree planting and shade house installation.
Other – School Focus	- Attendance	- Attendance monitored daily and positive attendance promoted through P&C and through weekly newsletters and social media

Future outlook

The key priorities for Muttaborra State School in 2014 are aligned with the School Explicit Improvement Agenda and Annual Implementation Plan. Ensuring academic benchmarks through target and goal setting surrounding Adequate Yearly Progress and Value Adding of all students in Literacy and Numeracy and 'C' Standards within Australian Curriculum and Key Learning Areas. Explicit Instruction, as the signature pedagogy for direct teaching at Muttaborra is a key priority and component of this Improvement Agenda.

In addition, the school continues to focus on the development of a Whole School Pedagogical Framework and Learning and Wellbeing Framework. The school also continues to support the Chaplaincy Program and School Community Garden as significant priorities.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	11	4	7	82%
2012	15	6	9	100%
2013	14	6	8	81%

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

Characteristics of the student body:

Mttaburra State School catered for a variety of rural and remote earners including all age groups from Prep to Year 7. Students identified as Indigenous and students requiring individualised learning support in aspects of literacy and numeracy, were also differentiated for.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 7	14	16	11

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
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

Curriculum offerings

Our distinctive curriculum offerings

Mttaburra State School provides a quality, individualised and differentiated curriculum program

Our school at a glance

including:

- Languages Other Than English (LOTE) – French via elearning
- Weekly Sport Program - Swimming in Terms 1 and 4, Athletics in Term 2 and Tennis in Term 3.
- Religious Instruction once per term (Years 1-7)
- Weekly Chaplain and Student Support Program
- Weekly School Community Garden environmental sustainability education.
- Annual Small Schools Swimming Carnival
- Annual Small Schools and LSoDE Athletics Carnival
- Annual Windorah Sports Camp
- University of New South Wales - ICAS Tests
- Arts Councils and Student Workshops
- Aramac SS Sports Development Days
- Annual Camp

Extra curricula activities

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

- Landsborough Flock and Ewe Show and Talent Contest
- ANZAC Day Ceremony
- Muttaborra Races
- Community Christmas Tree
- Community Events
- Monday Wellbeing Breakfast
- Wednesday Homework Club.

How Information and Communication Technologies are used to assist learning

Muttaborra State School is a sustainable learning community of teachers, students, parents and friends who are digitally connected, creative and wise. We utilise traditional and mobile technologies, and pedagogies to enhance our curriculum delivery and the learning opportunities for each individual student.

Subscriptions to web based literacy and numeracy software such as Mathletics and Reading Eggs engages students in the school and home environments to provide additional eLearning opportunities.

Rural property families are also provided with continuity of learning whilst cut off from school through electronic work packs whilst absent. All Languages Other Than English program delivery is undertaken through teleconference and webinar technologies.

iPads are utilised by all staff and students in engage in learning through use as personal whiteboards, and selected educational applications surrounding literacy and numeracy including personalised high frequency word slideshows for repetition and practice.

Social climate

Our school at a glance

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.

We value the input and productiveness of the partnerships within the community, local businesses 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 now communicates with parents and the community through Facebook and Twitter embedded and connected to our School Website.

We have 'no-bystanders' values built into our anti-bullying culture and Responsible Behaviour Management Plan for Students, which outlines the 5 bullying response strategies and our behavior pillars of respect, responsibility and safety, is intertwined with our school motto 'Honour Before Honours'. All individuals are responsible for the actions of themselves and the collective.

Positive Behavior Support philosophies underpin our behavior management plans and flowcharts for students and staff, detail positive behaviours, consequences for undesirable behaviours and positive reward systems and targets including weekly class behaviours focus which is also shared with the community.

We are fortunate to receive the weekly services of our School Chaplain through The Scripture Union QLD who supports our school, students, staff and community through a variety of programs. 'Chappy' 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.

Our school at a glance

Parent, student and staff satisfaction with the school

In 2013, the School Opinion Survey showed that 100% of parents, students and staff all agree that Muttaborra State School is a safe place for the children to be at and staff to work in and that the children are being challenged to reach their full potential, holding high expectations.

All parents and students surveyed agree that the school is well maintained and they can go to talk to the teacher about their concerns

All staff surveyed agree that feedback about their work is one area for improvement.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	67%
this is a good school (S2035)	100%	67%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	67%
their child is making good progress at this school* (S2004)	100%	67%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	67%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	67%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	67%
this school takes parents' opinions seriously* (S2011)	100%	67%
student behaviour is well managed at this school* (S2012)	100%	67%
this school looks for ways to improve* (S2013)	100%	67%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	67%
they like being at their school* (S2036)	86%	100%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	71%	100%
teachers treat students fairly at their school* (S2041)	86%	83%

Our school at a glance

they can talk to their teachers about their concerns* (S2042)	86%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	57%	100%
their school looks for ways to improve* (S2045)	100%	83%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		100%
they feel that their school is a safe place in which to work (S2070)		100%
they receive useful feedback about their work at their school (S2071)		75%
students are encouraged to do their best at their school (S2072)		100%
students are treated fairly at their school (S2073)		100%
student behaviour is well managed at their school (S2074)		100%
staff are well supported at their school (S2075)		100%
their school takes staff opinions seriously (S2076)		100%
their school looks for ways to improve (S2077)		100%
their school is well maintained (S2078)		100%
their school gives them opportunities to do interesting things (S2079)		100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

As a small, rural and remote school, we actively encourage parents to become involved in their child/children's 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.
- Communicating and discussing ideas/concerns with the Principal and/or Teachers.
- Attending P&C meetings for input and involvement in consultation, decision-making and fundraising through P&C events.
- Supporting Wellbeing Breakfasts, Homework Club, Sports Programs or Chaplaincy.

Communication between the school and home is undertaken through weekly newsletters, website, email, social media, additional updates, letters or permissions as required, twice yearly semester formal reports, formally scheduled parent-teacher interviews twice a year, and additional parent-teacher discussions and conferences on a responsive and ongoing basis.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2011, the 4KW Solar Power Inverter and Panels were connected to solarschools.net. Reduction in annual electricity usage has also been achieved through energy saving practices and rectification of some historical electricity issues also undertaken in conjunction with the classroom renovations. Students also observe several practical approaches to sustainability including battery recycling, switching off computers and monitors at night, in addition to lights and air conditioners sustainability responsibilities.

Our commitment to sustainability is evident in the electricity usage figures below. Increases in the physical number of trees and plants on the campus was undertaken to continue to offset our carbon production and reduce our ecological footprint. We will be continuing the delivery of components of our School Environmental Management Plan in 2013.

The School Community Garden officially opened on National Schools Tree Day and features all native tree in addition to a shade house and water cooling and storage tank with full sustainable irrigation throughout the gardens. Highlights also include a clone of the famous Tree of Knowledge and a Lone Pine from Gallipoli. Staff, students and community are all active in the School Community Garden and its development continues to be reflection of community pride, involvement and support for the school.

There are no council water meters in Muttaborra; therefore water usage data is unavailable. It is expected that council water meters will be installed and operational by the end of 2014.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	12,791	0
2011-2012	13,505	100
2012-2013	13,892	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

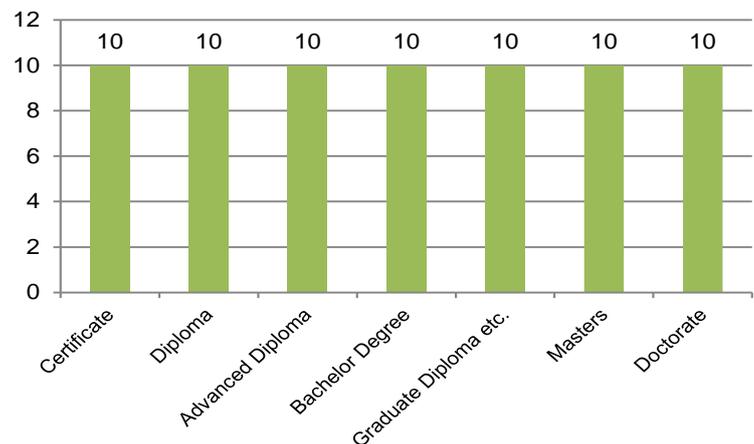
Staff composition, including Indigenous staff

Mttaburra State School has a small workforce of dedicated professionals including a Teaching Principal, travelling Cluster Teacher, Full-time Teacher Aide, Part-time Teacher Aide, Part-time administration Officer and Part-time Cleaner and Casual Schools Officer.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	1	4	0
Full-time equivalents	1	2	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.	10
Masters	10
Doctorate	10
Total	70



* 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 2013 were \$. This information can be calculated from OneSchool data (refer *Policy and Guidelines: Annual Reporting Policy for all Queensland Schools*).

The major professional development initiatives are as follows:

Details regarding in-kind professional development activities undertaken (e.g. mentoring or peer learning circles) can also be included. Outline in dot point form.

The proportion of the teaching staff involved in professional development activities during 2013 was %. The proportion of the teaching staff participating is to be reported as a percentage.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	100%	99%	100%

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 2013 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	82%	87%

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

Student attendance at Muttaborra State School is a high priority for the school, families and the community. Due to the small cohort numbers, the data at year level has been withheld for privacy, as it may be possible to identify individual student attendance from the percentages. The student attendance rates vary significantly from year to year primarily due to the rural and remote context including property families who are heavily impacted throughout wet seasons and/or rain.

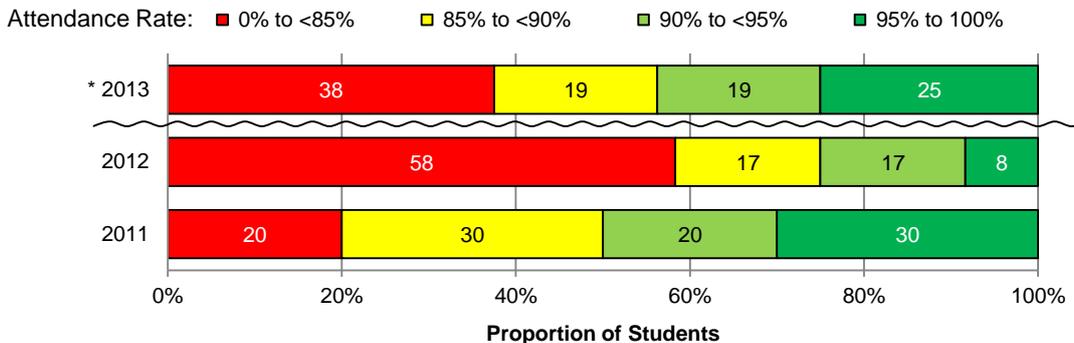
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	DW	DW	87%	DW	DW	DW	DW					
2012	79%		DW	89%	79%	DW	DW					
2013	81%	86%		92%	83%	85%	DW					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

In 2013, 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.

In 2013, 3 students undertook NAPLAN. This equates to 75% of enrolled students undertaking the National Assessment Program.

Year 3 – student, Year 5 – student and Year 7 – student.

Data is withheld for privacy, due to the small cohort and number of students, individual identification may be possible from data.

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/>.

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past five years, Muttaborra State School has had no indigenous Year 3 students. Therefore, comments cannot be made on Year 3 NAPLAN performance. In addition, due to the small number of Indigenous students across the school, comments regarding student attendance cannot be made.

However, Indigenous perspectives are taught in all year levels, across all learning areas and our school is committed to an explicit zero gap intention agenda between indigenous and non-indigenous peers. Muttaborra State School is a member of the Dare to Lead Coalition - <http://www.daretolead.edu.au/> and acknowledges the Mootaborra tribe, the traditional owners of the land upon which our school resides, where we work and learn together daily.