

Mttaburra State School

Queensland State School Reporting

2014 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 2014

2014 Priorities	Improvement	Addressed	Ongoing
Reading	Use the CoWSS Assessment schedule for all NAPLAN practice test undertaken and analysed twice a term and moderate within the coalition once a term.	✓	
	Assessment schedule - PAT-R test undertaken and analysed twice per year.		✓
	highly effective teaching practices and increasing data literacy for all teachers through internal monitoring.		✓

	800 individual sight word program for all students from Prep- year 6		✓
	Volunteer Reading program before school.		✓
Writing	Implement the CoWSS Assessment schedule and moderate NAPLAN Writing practice tests every term.	✓	
	Provide professional development and coaching to ensure teachers are confident and effective in their delivery of the writing curriculum in a multi-age setting.		✓
Numeracy	Use the CoWSS Assessment schedule for all NAPLAN practice tests undertaken and analysed twice a term and moderated within the coalition once a term.	✓	
	Embed Rob Proffit-White's Numeracy Improvement Project strategies within the teaching and implementation of the mathematic's curriculum across all year levels.		✓
Science	Implement CQ Small Schools 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, classrooms visits, full observations and instructional rounds.		✓
	Review the supervision model used within the school, ensuring that the four levels of feedback is provided to teaching and non-teaching staff.		✓
Retention	Continue to build and innovate a cooperative Public Relations strategy with community and cluster schools, promoting the quality of state schooling.		✓
Closing the Gap between attendance	Review EATSIPS and ensure all staff have currency in indigenous perspectives.		✓

Attainment	All Multi-age C2C Unit Plans adopted and adapted to suit school context.		✓
	Build quality processes to monitor and support individual students through utilisation of assessments as, of and for learning.		✓
	Maintain moderation processes across Learning Areas to ensure that judgements made and standards achieved are consistent internally and externally.	✓	
Transition	Flying Start - Prepare for Junior Secondary Year 7 to High School		✓
	Continue to investigate e-kindy options for Muttaborra through BSDE and external partnerships.	✓	
	During Term 4, Pre-Prep students attend school to prepare for Prep.	✓	
Attendance	A rotation of extra-curricular activities		✓
	School Community Garden weekly session led by Chaplain.	✓	
Language conventions	Embed Write2Spell2Read program throughout the school, ensuring all teachers are confident in the delivery. Further PD may be accessed if necessary.		✓
	Explicit Teaching of Grammar and Punctuation		✓
	Explicit Teaching of Vocabulary		✓
	Assessment schedule - PAT-SPGV test undertaken and analysed twice per year.		✓

	Implement the CoWSS Assessment Schedule in NAPLAN Grammar and Punctuation and Spelling and moderate termly.	✓	
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Future outlook

- High student engagement with a focus on curriculum goals and achievement
- Attendance higher than 85% for all students
- 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

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	15	6	9	100%
2013	14	6	8	81%
2014	10	5	5	69%

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

Characteristics of the student body:

Muttaborra 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		
	2012	2013	2014
Prep – Year 3	7	8	6
Year 4 – Year 7 Primary			6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	Less than 5
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Mttaburra State School prides itself on quality teaching and learning. The school offers a strong curriculum program from Prep to Year 7. In 2014 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. Mttaburra 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 7. In this multi-age setting, all students are offered a differentiated curriculum.

Extra curricula activities

Mttaburra 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
- Wednesday Homework Club
- Combined Camp with other small schools to Brisbane and the Gold Coast
- Combined swimming and athletics carnivals with the Coalition of Western Small Schools
- Community Gardening Club
- Specialist swimming and tennis coaching

How Information and Communication Technologies are used to assist 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 four laptops for student utilization.

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 and Mathletics were 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.

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 are 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.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	67%	DW
this is a good school (S2035)	100%	67%	DW
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	67%	DW
their child is making good progress at this school* (S2004)	100%	67%	DW
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%	67%	DW
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	100%	67%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	67%	DW
this school takes parents' opinions seriously* (S2011)	100%	67%	DW
student behaviour is well managed at this school* (S2012)	100%	67%	DW
this school looks for ways to improve* (S2013)	100%	67%	DW
this school is well maintained* (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	67%	100%
they like being at their school* (S2036)	86%	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)	71%	100%	100%
teachers treat students fairly at their school* (S2041)	86%	83%	100%
they can talk to their teachers about their concerns* (S2042)	86%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	57%	100%	100%
their school looks for ways to improve* (S2045)	100%	83%	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:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		75%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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.

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 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

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 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
2011-2012	13,505	100
2012-2013	13,892	0
2013-2014	10,276	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.

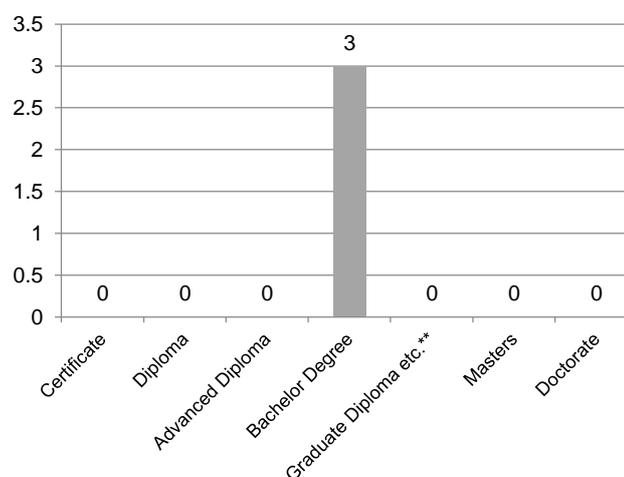
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	4	0
Full-time equivalents	2	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
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 2014 were \$1,804.99.

The major professional development initiatives are as follows:

Principal: Principal's Business Meetings, Principal's Conference in Gladstone, Explicit Instruction Workshop, Write2Spell2Read workshop, Information Technology, Asbestos Training, Finance Training.

Teacher: Code of Conduct, Write to Spell to Read, Explicit Instruction workshops, First Aid.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	99%	100%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 76% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	82%	87%	89%

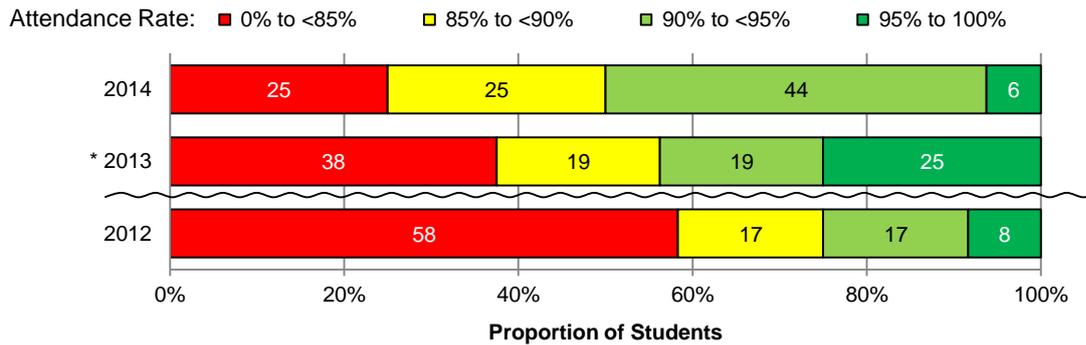
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	DW		DW	DW	DW	DW	DW					
2013	DW	DW		DW	DW	DW	DW					
2014	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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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In 2014, 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.

Due to small cohort numbers, all data from 2014 Naplan is withheld. Of the students who completed these tests, 60% were above National Minimum Standard in all areas. Overall, our school's strengths lay in the areas of reading; with the area showing strongest growth being numeracy. Writing has been identified as an area for further improvement during 2015.

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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Achievement – Closing the Gap

Our overall school population is very small, and 7% of our students are indigenous. Due to this small cohort it is not possible to comment on either Naplan or attendance data comparisons. However, Indigenous perspectives are embedded in all year levels and across all learning areas. Our indigenous enrolments have remained consistent over the past three years.

Mttaburra State School is a member of the Dare to Lead Coalition - <http://www.daretolead.edu.au/> and acknowledges the Mootaburra tribe, the traditional owners of the land upon which our school resides, where we work and learn together daily.