Mutdapilly State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Contact information

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School overview

Mutdapilly State School is a place where everyone is welcome and we all feel safe and valued. We create a disciplined environment based on mutual respect. We teach students the importance of being safe, responsible and respectful as well as giving them the keys to success – organisation, resilience, persistence, confidence and the ability to get along with others. Teachers work together with parents and support staff to create stimulating learning environments using the latest in contemporary technologies (laptops, tablet computers etc). We use common curriculum time and common teaching strategies to provide students with the individual learning opportunities they need. We partner with specialists such as a guidance officer, speech language pathologist, support teacher literacy and numeracy and our visiting specialist French, Music and PE teachers to ensure that we support the whole child. Our students will be able to read, write, spell and comprehend at a standard better than the nation. Our students will have mathematical skills which are better than the nation. An emphasis by all staff on the explicit teaching of the fundamental skills required to achieve these standards is evident through our daily practice. We use Individual Learning Plans to document the conversations had with students and parents to commit to specific learning goals in key areas. In this way all students are treated as individuals. Our parents, staff and students know that every day of school counts. We work together to ensure that every student is in every class every day. Students make a contribution to the community through participation in charitable and volunteer activities as led by the student council. They participate in community events such as ANZAC Day marches. Community members are invited to attend our culminating days, sports carnivals and special events.

School progress towards its goals in 2018

Our goals for 2018 were to:

- improve explicit teaching of writing skills and see improvements seen in NAPLAN

- improve explicit teaching of reading and see improvements (especially Year 5) in NAPLAN

- improve achievement data—85% of students 'C" or above in English

Our goals were met with especially pleasing improvements in writing as measured against the state.

Future outlook

In 2019, Mutdapilly State School will improve the learning culture and outcomes for students by providing an outstanding curriculum delivered by an expert team. Specifically we intend to:

- sustain the improvement in effect size gain of students in NAPLAN writing to similar as or better than Queensland State Schools

- improve the achievement of year 5 students in NAPLAN mean scale scores to statistically similar to the nation in writing and numeracy

- improve the achievement of students in the upper two bands of NAPLAN in years 3 to 5 to statistically similar to Queensland State Schools in writing and numeracy

Our commitment to embedding the research based work of Dr Lyn Sharratt, specifically her 14 parameters of school improvement, is intended to allow the achievement of our 2019 goals.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	29	26	29
Girls	13	13	17
Boys	16	13	12
Indigenous	1		
Enrolment continuity (Feb. – Nov.)	100%	96%	93%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The majority of our students are from a range of rural properties, both rented and owned, around the township of Mutdapilly. A small number of students are from the outer Ipswich suburbs. Our students are predominantly from Anglo-Celtic backgrounds with English as a first language. Our students are from a range of families new to the Mutdapilly area as well as second, third and fourth generation Mutdapilly State School families.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	14	13	15
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

We are proud to be a small multi-aged classroom school with P-2 and 3-6 groupings. We are able to cater to the needs of the whole child and provide individual support based on our enviable student to teacher ratio. We provide the Australian Curriculum through a combination of single year level, multi year level and multi-year cycles to ensure that all students are provided with appropriate learning opportunities. We are pleased to offer religious instruction and chaplaincy programs. Our LOTE is French. We also explicitly teach respectful and responsible relationship skills through dedicated learning time for social and emotional learning.

We utilise the skills of our talented teachers and teacher aides to create art pieces for the prestigious school based Mutdapilly Prize each year.

We are also proud of our inter house school based competitions where Rosebrook and Normanby compete for supremacy in the swimming carnival, cross-country, athletics and ball games tournaments.

Co-curricular activities

Our Year 6 students participate in the Days of Excellence offered by Rosewood State High School, Boonah State High School and various independent and Catholic high schools in the greater Ipswich area. Participation in these transition programs offer our students the opportunity to familiarise themselves with the high school setting.

We host six of our cluster small schools for an annual sports days with selection in district, regional and state teams a possibility.   We also participate in cluster gala days for netball and soccer.

We also attend incursions and excursions to enhance curriculum teaching and that are related to the units of work (for example theatre productions and museums).

We proudly commemorate ANZAC Day and students are encouraged to march at the Harrisville Anzac Service as a school.

How information and communication technologies are used to assist learning

We embrace the use of ICTS and develop the skills of our students to motivate their learning and connect their learning to the wider world. The integrated use of ICTs in learning such as interactive data display boards, proprietary websites (such as Mathletics and Reading Eggs) and publishing software encourages students to see ICTs as an embedded part of every lesson.

Social climate

Overview

We believe that by building children's social and emotional skills we can improve their capacity to learn and lay the foundation for coping strategies to improve behaviour and enable them to bounce back after problems.

We do not tolerate bullying. We explicitly teach students the difference between what is, and what is not, bullying and provide them with strategies to deal with bullying. We participate in the National Day of Action Against Bullying. Since 2013, 100% of parents and students have reported that their child feels safe at school.

The percentage of parents who believed their child was getting a good education at school has been at 100% since 2015.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	100%	75%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	75%	DW
• student behaviour is well managed at this school* (S2012)	100%	75%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	75%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	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%	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%	92%
• 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%	92%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	100%
• 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%

Percentage of school staff who agree# that:	2016	2017	2018
• 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

We value the contributions of school community members in the decision making process. Our belief is that open and honest communication with the school community will deliver the best possible outcomes for students. Fortnightly communication through the school newsletter and keeping our website up to date keep parents aware of what is happening in the classrooms and around the school Parents are provided with a term overview that sets out the learning to be undertaken in each key learning area. A productive partnership with the P&C continues to enhance the best possible outcomes for students. Parents are regularly invited into the school for a range of events. Mutdapilly State School encourages regular meetings with parents through the formal parent teacher interview process and informally through catch ups.

Respectful relationships education programs

The school has developed and implemented the Daniel Morcombe Child Safety Curriculum that focuses on appropriate, respectful, equitable and healthy relationships. Elements of Program Achieve are also incorporated into the school's curriculum and culture. We use the Health curriculum to teach students about themselves and others. We are proud supporters of the Domestic Violence Awareness campaign and use the school sign for the month of May to provide our community with phone numbers if they require support. Our chaplaincy program also provides pastoral support to students to encourage respectful relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	2	4
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

The school has solar panels installed. We monitor our electrical equipment and ensure when items are not in use they are turned off at the wall. We also strive to re-use paper multiple times before it is placed in the recycling bin. Curriculum lessons include units on environmental sustainability and practical options to put learning into place are encouraged. Given that we are solely reliable on tank water, students are regularly reminded of its precious nature. We have a number of gardens which are used as learning opportunities for students. We have instituted a compost bin and have grown our own herbs and vegetables that are used in the school's tuckshop.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	16,089	15,848	16,332
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
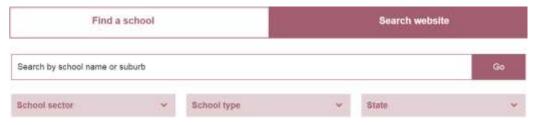
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	6	4	0
Full-time equivalents	3	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

12,
Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	0
Bachelor degree	5
Diploma	0
Certificate	0

*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 2018 were $12,473.00.

The major professional development initiatives are as follows:

- WOW – Watching others work – feedback and observation
- Writing is taught not caught – Dr Anita Archer
- Principals' Conference – Queensland Association of State School Principals
- Regional Principal breakfast meetings – legislation, policy and procedures (various topics)
- South East Region – building a culture that promotes learning; assessment and moderation workshop; systematic curriculum delivery workshop
- CPR and First Aid training
- Department of Education – teaching reading in years 3-6 3 day workshop
- QTU Education Leaders Conference
- Leading Collaborative Learning and Clarity – Dr Lyn Sharratt
- Mandatory annual training for all staff

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	96%	94%
Attendance rate for Indigenous** students at this school	DW	DW	

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	93%	97%
Year 1	80%	98%	91%
Year 2	93%	96%	94%
Year 3	99%	96%	90%
Year 4	82%	98%	95%
Year 5	89%	94%	95%
Year 6	94%	96%	97%

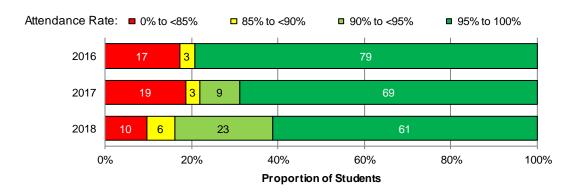| Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	17	3		79
2017	19	3	9	69
2018	10	6	23	61

Proportion of Students (0% to 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Class rolls are marked twice daily by classroom teachers. Parents/carers are sent an SMS message if their child is absent without explanation by approximately 9am each day. After 3 days of consecutive absence, without explanation, parents are contacted by phone. The Department of Children's Services is contacted after 3 weeks of consecutive absence. Parents are offered assistance with any health issues to ensure the maximisation of attendance.

Letters are sent home fortnightly seeking explanation of unexplained absences. The consequences of non-attendance on student outcomes was regularly published in the newsletter.
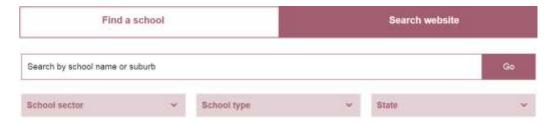
The Principal's Award for attendance has been in place for several years and is awarded at Parade on a fortnightly basis. Students who attend in the desired range are awarded certificates and prizes.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.