Principal’s foreword

Introduction

At Mutdapilly State School we are driven by the deep belief that every student is capable of successful learning. We provide quality learning experiences within our inviting and engaging environment. Our extensive curriculum is focused on the mastering of literacy and numeracy outcomes to ensure the fullest educational development of our students and an outstanding preparation for secondary school. This report provides an overview of student and school highlights, goals and results achieved in the 2011 academic year, in particular, our results regarding the Year 2 Net and the Year 3, 5 and 7 Testing which takes place in May each year. In addition, this report also briefly outlines our school’s climate, curriculum offerings and community involvement.
School progress towards its goals in 2011

Teaching and Learning Audit recommendations actioned with explicit school strategies focussed on improvement.

There was a clear focus and a defined plan that focused on lifting the achievement of all students. In Literacy and Numeracy teachers analyse data to prepare individual learning programs for identified students to support their learning needs. Adjustments are made to teaching programs for individual students. In 2011, we planned for the successful transition and implementation of the Australian Curriculum.

New Literacy and Numeracy resources including First Steps in Maths and Reading have been targeted and implemented to enhance the delivery of these programs.

In Science we have worked closely with the District Primary Science Facilitator to implement the Primary Connections resource and deliver highly motivating and engaging lessons for our students.

The Federal Government’s Building Education Revolution Project which resulted in an extension of our Library has assisted us to further embed the use of Information Communication Technology as an integral component of curriculum, teaching and learning.

Future outlook

During 2012, Mutdapilly State School will achieve

- Improved student outcomes in numeracy and literacy (especially reading and spelling). This will be achieved by embedding a Higher Order Thinking Skills program and by ensuring all teachers align their practice with the school’s Pedagogical Framework.

- Implementation and embedding of the Curriculum into the Classroom units and planning into daily teaching and learning to ensure consistency with Australian Curriculum including planned provision for differentiation and the use of technology as the predominant form of curriculum delivery in all classrooms.

- Implementation of a NAPLAN strategy to ensure improvement in student data which includes regular data collection and analysis, the development of staff capacity to read and interpret data and the creation of student data sets.
Our school at a glance

**School Profile**

- **Coeducational or single sex:** Coeducational
- **Year levels offered:** Prep - Year 7

**Total student enrolments for this school:**

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>14</td>
<td>19</td>
<td>93%</td>
</tr>
</tbody>
</table>

**Characteristics of the student body:**

Our students are drawn from the rural communities around the township of Mutdapilly.

**Class sizes – Proportion of school classes achieving class size targets in 2011**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>17</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>13</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>15</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings include:
Innovative teaching and learning programs which cater for individual needs, interests and abilities across Prep to Year 7
Year 7 Leadership Program
‘You Can Do It’ – Social and Emotional Learning
Environmental Science Projects in partnership with Community agencies
Chaplaincy Program
Computer Club

Extra curricula activities include:

Our Middle Year students participate in the Days of Excellence offered by Rosewood State High School. Participation in these Days of Excellence offers our students the opportunity to familiarise themselves with the high school setting and assist in the smooth transition into Year 8.

Gather with similar schools in the cluster for sports days, coaching clinics and culminating day activities and performances.

Our Year 3 to 7 students involved in an off-site camp once per year at an Environmental Education Centre which is tied into extending curriculum work as well as student social development.

Where appropriate, classes attend excursions to enhance curriculum teaching that are related to the units of work.

Religious Education
ANZAC Day Parade
Swimming Program at local Swimming Pool
Family Planning Program Year 4 to 7

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 engagement and connect their learning to the wider world. ICTs enhance the opportunities for us to create quality tasks that we can share with our students, colleagues and the wider community. The implementation of a Virtual Classroom, Reading Eggs, Mathletics and E-Chalk Resources have delivered a rich digital learning environment that assists our students’ learning to be continuous in and out of school. There are dedicated Year P to 7 computer stations. These computers along with computer lessons, support and enhance the curriculum that is taught. They are also used for research and the presentation of
Our school at a glance

students’ work. Each teacher has a laptop, data projector and interactive whiteboard.

Social climate

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. Our very exciting “You Can Do It Program” commenced in 2008. The aim of this program is to assist students learn about and develop a good understanding of the five foundations that underpin Program Achieve – Getting Along, Confidence, Persistence, Resilience and Organisation.

Our school chaplain supports our ‘You Can Do It’ Program and is available to assist the whole school community.
Our school at a glance

Parent, student and teacher satisfaction with the school

Generally, both parents and staff are satisfied with the school. School Opinion Survey data revealed that Mutdapilly parent satisfaction responses are above the state average in 8 of the 9 performance areas.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>63%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>96%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

We value the contributions of school community members to the decision making process. Our belief is that open and honest communication with the school community will deliver the best possible outcomes for our students. Weekly communication through the school newsletter and web page keeps parents aware of what is happening in the classroom and around the school. A productive partnership with our vibrant and active P&C continues to enhance the best possible outcomes for our students. Parents are invited to regular Information Evenings to gain additional information about our teaching and learning practice and also to celebrate the children’s achievements. Mutdapilly State School also has an ‘open door’ policy so that teachers can meet with parents as often as necessary.
Reducing the school’s environmental footprint

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

The development of our School Environmental Management Plan (SEMP) will target our energy, waste and water consumption with an overall goal of reducing our school’s environmental footprint.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity kWh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>24,915</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>28,193</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-12%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>10</td>
<td>5</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>3</td>
<td>2</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Highest level of attainment

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>3</td>
</tr>
</tbody>
</table>

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $5952.20.
The major professional development initiatives are as follows:
The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

**Average staff attendance**
For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

**Proportion of staff retained from the previous school year**
From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 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/](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.

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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 %</td>
<td>85 %</td>
<td>96 %</td>
<td>97 %</td>
<td>95 %</td>
<td>95 %</td>
<td>93 %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

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.

Class rolls are marked daily by classroom teachers. Class rolls are transferred to SMS. After 2 days of consecutive absence, parents are contacted by phone if notice has not already been received. 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 maximization of attendance.

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.

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/](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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.
Performance of our students

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

Achievement – Closing the Gap

Due to the small number of indigenous students, data has not been reported as it would serve to identify individual students.