



Muttapilly State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## 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, support teacher intellectual disability 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. We develop pride in ourselves and our school through the use of regular student awards which reinforce our school rules and moral values (honesty, integrity and good judgement). 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 including our DAISY@MILC project (Delivering Adult Information Sessions for You at the Mutdapilly Innovative Learning Centre).

## Principal's Forward

### Introduction

Mutdapilly State School's staff, students and their families work together as a team to pursue excellence in teaching and learning. Our curriculum, assessment and reporting are focused on continued improvement for all students in literacy and numeracy within a rich digital learning environment. This report provides an overview of student and school highlights, goals and results achieved in the 2016 academic year. In addition, this report also briefly outlines our school's climate, curriculum offerings and community involvement.

### School Progress towards its goals in 2016

Our 2016 improvement agenda was based on the priority areas of reading, numeracy, writing, science, productive partnerships with school community stakeholders, continuous monitoring of student achievement, consistent classroom pedagogical practices, instructional leadership development and student attendance.

This was a large improvement agenda however given the interactive nature of teaching and learning, many of our goals were reached by working on multiple goals at the same time.

### Future Outlook

In 2016, the focus of the school will be on three main areas – reading, numeracy and pedagogy (teaching practices). During term 1, 2016, we will focus on reviewing teaching practices in the school. During term 2, 2016 we will be refining the reading, numeracy and pedagogical frameworks. During terms 3 and 4 2016, the frameworks will be embedded and implemented.

Our goal is to ensure that all students at Mutdapilly State School will be reading and be numerate at or above their chronological age. All students will be engaged in individualized learning to achieve those outcomes.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	21	5	16		86%
<b>2015*</b>	18	6	12		100%
<b>2016</b>	29	13	16	1	100%

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 2016, 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

### Overview

The majority of our students are drawn from a range of rural properties, both rented and owned, around the township of Mutdapilly. A small number of students are being drawn from the outer Ipswich suburbs of Willowbank and Amberley. 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	12	18	14
Year 4 – Year 7	9		
Year 8 – 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.

## 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 have styled ourselves on 'bees'. Our behaviour management system is called the Four Bs and our positive behaviour rewards are called 'bee stings'. Students of the week wear bee jackets. We are



pleased to offer religious instruction and chaplaincy programs. Our LOTE is French. We utilize the skills of one of our talented teacher aides to create art pieces for the prestigious school based Mutdapilly Prize each year. We are also proud of our inter school sports competitions. Normanby and Rosebrook houses 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 Days of Excellence offer our students the opportunity to familiarize themselves with the high school setting and assist in the smooth transition into Year 7.

Culminating days form part of our regular term planning and are focused on key learning areas (for example, art; PE; science) and allow students to engage with topics in depth. The Mutdapilly Prize for Art is becoming a highlight of the year.

We also gather with similar schools in the cluster for sports days with selection in district, regional and state teams a possibility.

Where appropriate, classes attend incursions and excursions to enhance curriculum teaching that are related to the units of work (for example Science Centre and Ipswich Theatre).

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 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 (including edStudios), Reading Eggs and Mathletics 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 6 computer stations utilising desktop computers. These computers, along with computer lessons, support and enhance the curriculum that is taught. They are also used for research and the presentation of students' work. Each teacher has a laptop, data projector and interactive whiteboard at their disposal. A number of iPads were purchased in 2012 which has allowed us to further engage with technologies that not only engage students but which provide rich learning environments. Our teacher aides have also obtained their Digital Practice Certificates which allows them to engage with students in a digital way.

## **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. 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.

We do not tolerate bullying. We explicitly teach students the difference between what is, and 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 reported that their child feels safe at school.

The percentage of parents who believed that their child was getting a good education at school and that Mutdapilly State School has been on a steady improvement since 2015 with a 100% rating achieved in 2016.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	83%	100%	100%
this is a good school (S2035)	83%	100%	100%
their child likes being at this school* (S2001)	83%	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)	83%	100%	100%
their child is making good progress at this school* (S2004)	83%	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%	DW	100%
teachers at this school motivate their child to learn* (S2007)	83%	100%	100%
teachers at this school treat students fairly* (S2008)	83%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	83%	100%	100%
this school works with them to support their child's learning* (S2010)	83%	100%	100%
this school takes parents' opinions seriously* (S2011)	83%	100%	100%
student behaviour is well managed at this school* (S2012)	83%	100%	100%
this school looks for ways to improve* (S2013)	83%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
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%	100%
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%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	67%	100%	100%
they feel that their school is a safe place in which to work (S2070)	83%	100%	100%
they receive useful feedback about their work at their school (S2071)	67%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	80%	100%	100%
student behaviour is well managed at their school (S2074)	67%	100%	100%
staff are well supported at their school (S2075)	67%	100%	100%
their school takes staff opinions seriously (S2076)	67%	100%	100%
their school looks for ways to improve (S2077)	67%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	67%	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 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. Fortnightly communication through the school newsletter and keeping our website up to date keeps parents aware of what is happening in the classroom and around the school. A productive partnership with our P&C continues to enhance the best possible outcomes for our students. Parents are regularly invited into the school for a range of events including Information Evenings and culminating events to gain additional information about our teaching and learning practice and also to celebrate the children's achievements. Mutdapilly State School encourages regular meetings with parents.

Parents are also invited to participate in formal parent teacher interviews. Additionally, parents with students on Individual Learning Plans were invited to participate in the creation of those documents including the setting of goals.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
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

\* 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.

## Environmental Footprint

### Reducing the school's environmental footprint

We have attempted to reduce our environmental footprint through the installation of solar panels. We also 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 opportunities to put learning into place are encouraged. In 2016, we continued the tradition of the Year 6 students creating a garden which was environmentally sound. Given that we are solely reliant on tank water, students are regularly reminded of its precious nature.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	12,567	0
2014-2015	18,349	
2015-2016	16,089	

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.

## 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 <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

Sector:  
 Government  
 Non-government

Where it states '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.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	5	0
Full-time Equivalent	3	2	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	7
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$ 1896.05

The major professional development initiatives are as follows:

- Early Learners training
- Future Leaders conference
- CPR Training
- Student Protection
- Code of Conduct
- Managing Keys of Information

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

### 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 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	97%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).			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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

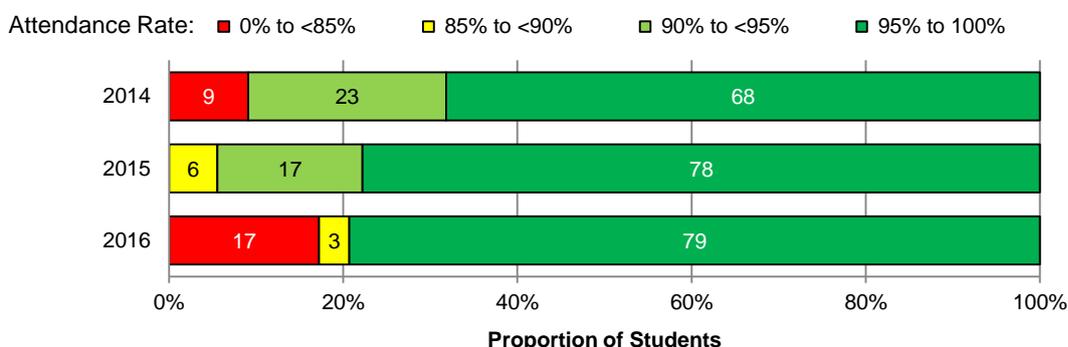
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	97%	95%	DW	95%	99%	88%	95%						
2015	DW	98%	99%	DW	95%	92%	96%						
2016	94%	80%	93%	99%	82%	89%	94%						

\*Attendance rates effectively count 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.

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.

Class rolls are marked twice daily by classroom teachers. After 3 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.

Letters are sent home at the end of each term, 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 was introduced in the second half of 2013 and any student with 100% attendance for the previous week goes into the draw to win the Principal's chair for the day. Students with attendance in the desired range of 95-100% are presented with certificates and prizes each term.

## NAPLAN

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.

### Find a school

The form consists of the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it states '**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 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.

