



Mundingburra 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



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School Overview

Mundingburra State School has proudly served the educational needs of young people in Townsville since 1884. Our school motto is 'Act well your part' and we value compassion, curiosity and resilience. Our Prep to Year 6 curriculum is based on the Australian Curriculum. Our LOTE is French. Our curriculum is strengthened with an extra-curricular Science Mates program including robotics. Our performing arts program includes instrumental music lessons, guitar tuition and a choral program. In the community, we participate in many activities including ANZAC day, eisteddfod and sporting competitions. We have a supportive parent group in our Parents and Citizens Association. They're actively involved in the school in decision making processes, classroom and tuckshop support and fundraising to support our school. Our positive behaviour for learning initiative actively continues to bring together a school community that has consistent expectations of behaviours and values in our school.

Principal's Foreword

Introduction

Mundingburra State School's Annual Report provides a brief overview of our goals and achievements in 2016. The report provides statistical information regarding satisfaction levels of staff, students and parents, student outcomes and our staff profile. It provides an outline of 2016 achievements and the future of our great school.

School Progress towards its goals in 2016

In 2016 Mundingburra State School made significant progress in the areas identified as priorities. The table below provides a snapshot of our achievements on the focus areas.

Focus	Achievements
Reading, Writing and Numeracy	Significant improvements were achieved in Level of Achievement (LoA) A-E data and NAPLAN results in 2016. The focus on high yield teaching strategies has enabled teachers to refine their skills and made a significant difference to student learning outcomes.
Attendance	Continued implementation of some successful whole school strategies, processes and incentives ensured a high rate of attendance was maintained. Our indigenous attendance rate has continued to improve and the gap between indigenous and non-indigenous is closing.
Behaviour	The employment of a Behaviour Support Teacher who focuses on proactive strategies and student wellbeing has reaped positive rewards as school disciplinary absences continue to decrease.
Capacity Building	Building capacity of the teaching team through collaborative empowerment is an ongoing focus for our school. The impact of this strategy is reflected in improved student learning.

Future Outlook

In 2017 we have a sharp and narrow focus to ensure every student is succeeding at Mundingburra State School. The table below underpins our explicit improvement agenda.

Focus (Sharp & narrow)	Performance Indicators
Teaching with a literacy Focus with collaborative inquiry	<ul style="list-style-type: none"> • Student work samples, • LOA data 90% C and above, • Minimum of blue in all NAPLAN data, • 90% of students reaching reading benchmarks, students, • Teachers and leaders able to articulate what is required to be successful
Key Strategies- High Impact Practices	
Know	Able to do
<i>Professional Knowledge</i>	
Evidence Driven Instruction	<ul style="list-style-type: none"> • plan and analyse pre-tasks to collect specific information to inform teaching and learning • examine evidence of previous teaching and learning to determine what students already know and can do
Clarity	<ul style="list-style-type: none"> • analyse planned texts to determine reading and writing demands of assessment tasks. • analyse units to determine curriculum intent, assessment requirements and what students need to know and be able to do to be successful in the assessment task.
<i>Professional Practice</i>	
Gradual release of Responsibility	<ul style="list-style-type: none"> • use the curriculum to plan the right learning intentions and co-construct the success criteria aligned to curriculum intent and assessment tasks • model, share and guide instruction to support all students to independently demonstrate their learning • teach with a literacy focus to ensure students engage with curriculum and demonstrate their learning through reading and writing in every lesson
Monitor Learning	<ul style="list-style-type: none"> • monitor learning to make decisions about the next instruction required and provide feedback against success criteria
<i>Professional Engagement</i>	
Collaboration	Teachers and leaders work together to: <ul style="list-style-type: none"> • use research, the curriculum and evidence of learning to make decisions about quality teaching and learning • analyse data and evidence of learning to make decisions about professional learning needs to develop quality teaching and learning • articulate the purpose of professional learning and how it supports quality teaching and learning • monitor the success of professional learning by collecting evidence of quality teaching and learning and use this as feedback about their work • measure the success of quality teaching and learning in student outcomes and use this as feedback about the effectiveness their work • develop the successful application of professional learning through a gradual release of responsibility
Leading and Managing	
Evidence Based Decisions	
Feedback	

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	784	376	408	95	95%
2015*	704	339	365	85	93%
2016	692	331	361	80	94%

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

Mundingburra State School has an Enrolment Management Plan (EMP) in place to ensure enrolments do not exceed the maximum capacity. The catchment area of the school is relatively small with the feeder suburbs being Mundingburra, Pimlico, Mysterton and Rosslea. The accessibility of the school from Ross River Road, proximity to many parents' workplaces, the fact that we have an OHSC facility and that older family member/s or parents of our current students have attended the school previously along with the school's reputation in the wider community are all factors which contribute to the percentage of students who don't live in the immediate surrounding suburbs and why the school now needs to be enrolment managed. In the past decade, the increased mobility of families has resulted in greater diversity of cultural and socio-economic backgrounds of students who come from a range of family situations. The student population comprises a variety of cultural groups including those with English as a Second Language (1%), Aboriginal and Torres Strait Islander students (12%) and Students with Disabilities (2%) We also have approximately sixty students enrolled who have Defence Force parent/s.

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	23	23	23
Year 4 – Year 7	25	26	26
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

- The Australian Curriculum is taught through Curriculum into Classroom (C2C) units.
- Science Mates – an ex curricular science based activity centred program designed to engage, nurture and highlight the importance of science with students. We are also a Reef Guardian School.
- Music Mates – Instrumental music program – brass, string, percussion and orchestra with performances. A Year 4-6 choir also rehearses and performs. Instrumental and Choral Concerts to celebrate our students achievements and talents occur twice per year.
- Interschool sport is offered to Year 5 and 6 students.
- Our LOTE is French.

Co-curricular Activities

- Music Mates – staff and parent support group who coordinate performances for instrumental music and choir students. Instrumental music and choral concerts are held twice per year. Eisteddfod performances in verse speaking and singing choirs are also a feature of our Instrumental Music program.
- Science Mates – an extracurricular program offered to all year levels – Adopt a Scientist, staff and parent support group organise activities and excursions after school hours and on weekends. These activities are held once per term. Membership is approximately 100 students.
- Sporting Buddies – an extracurricular active bodies program is run before school twice a week. Sporting Buddies also co-ordinates sporting expos and promotes the healthy, active lifestyle message to our students through these planned activities.
- Junior ATSIAP – Junior Aboriginal and Torres Strait Islander Aspirations Program. This program is an aspirational - educational program that aims to promote individual and group learning, team cooperation, confidence and awareness of current issues facing Aboriginal and Torres Strait Islander people whilst the students have fun learning. Our students compete against other schools in six categories: Art, Poetry, Quiz, Commercial, Long Term Problem Solving and Oral Persuasive Speech.
- Challenge Games – Our Students with Disabilities participate in the regionally organised Games for Students with Disabilities at Red Track in July each year.
- Readers' Cup- Some students form a team to compete in a reading challenge against our schools in our area.

How Information and Communication Technologies are used to Assist Learning

Our schools ICT program develops students' ICT and information literacy skills through learning and assessment activities. Computers are used by students and staff in the classroom and in a computer lab. In 2016 BYOD laptop classes were extended to two Year 5 classes and two Year 6 classes. This initiative has been embraced by the school community.

Computers are used by students in their learning and assessment tasks.

Students use online content and services to support their learning. Other multimedia resources such as software programs for robotics, digital cameras and data projectors are all used in conjunction with computers for student learning. All classrooms have interactive whiteboards which are used as an effective teaching tool. The school has a growing bank of iPad and apps that are used by the students for their learning.

Social Climate

Overview

Our Defence School Transition Aide and Indigenous Liaison Officer supports and strengthens the relationships between school and home for our Defence Force family students and our identified indigenous students.

We are a Positive Behaviour Learning (PBL) school. PBL is a proactive school wide systems of support for defining, teaching and supporting appropriate student behaviours to create a positive school environment. The program focuses on prevention, instruction, establishing school environments that support long term success of effective practices, appropriate student behaviour being taught, positive behaviours being publicly acknowledged and problem behaviours having clear consequences.

Effective behaviour support strategies are implemented at the school wide, specific setting, classroom and individual student level as per our Behaviour Expectations Matrix. Social skill lessons and explicit lessons aligned to our Behaviour Matrix are taught in classes.

Our Guidance Officer and Wellbeing Teacher also offer programs, guidance and support through our Student Services processes. Our Special Education Program (SEP) teachers also supports our students with disabilities to assimilate and function well for learning in the classrooms. The SEP teachers also liaises with the families of our students with disabilities.

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)	98%	94%	97%
this is a good school (S2035)	97%	96%	97%
their child likes being at this school* (S2001)	97%	98%	97%
their child feels safe at this school* (S2002)	91%	96%	100%
their child's learning needs are being met at this school* (S2003)	98%	92%	97%
their child is making good progress at this school* (S2004)	100%	90%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	90%	92%
teachers at this school motivate their child to learn* (S2007)	95%	92%	92%
teachers at this school treat students fairly* (S2008)	98%	94%	89%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%	100%
this school works with them to support their child's learning* (S2010)	93%	92%	89%
this school takes parents' opinions seriously* (S2011)	93%	94%	89%
student behaviour is well managed at this school* (S2012)	91%	94%	87%
this school looks for ways to improve* (S2013)	98%	96%	89%
this school is well maintained* (S2014)	95%	94%	89%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	97%	99%
they like being at their school* (S2036)	93%	96%	96%
they feel safe at their school* (S2037)	92%	94%	95%
their teachers motivate them to learn* (S2038)	96%	97%	97%
their teachers expect them to do their best* (S2039)	98%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	93%	94%
teachers treat students fairly at their school* (S2041)	95%	88%	84%
they can talk to their teachers about their concerns* (S2042)	96%	91%	86%
their school takes students' opinions seriously* (S2043)	95%	90%	86%
student behaviour is well managed at their school* (S2044)	82%	76%	84%
their school looks for ways to improve* (S2045)	96%	96%	95%
their school is well maintained* (S2046)	92%	90%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	92%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	86%	83%
they feel that their school is a safe place in which to work (S2070)	100%	95%	86%
they receive useful feedback about their work at their school (S2071)	95%	78%	74%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	93%	75%
students are encouraged to do their best at their school (S2072)	100%	95%	94%
students are treated fairly at their school (S2073)	100%	92%	91%
student behaviour is well managed at their school (S2074)	93%	78%	82%
staff are well supported at their school (S2075)	98%	74%	74%
their school takes staff opinions seriously (S2076)	95%	69%	65%
their school looks for ways to improve (S2077)	100%	86%	86%
their school is well maintained (S2078)	95%	86%	89%
their school gives them opportunities to do interesting things (S2079)	95%	75%	69%

* 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

It is important to us that we promote our school profile, curriculum vision and values through communication to sustain enrolments and to support and enhance our relationships and partnerships with the school and wider community.

Our parents are involved in their child's education through:

- Parent and Citizens Association meetings held on the 4th Thursday of every month.
- EATSIP Parent Group meetings held on the 4th Thursday of every month.
- Music Mates Support parent group – a support group for the Instrumental music and class music program and performances.
- Science Mates Parent Support group – a program whereby parents support the schools' science curriculum through planned afternoon experiment days, field trips, excursions etc.
- Classroom Support – many teachers welcome and appreciate the support of parent volunteers in their classrooms to help with activities such as reading, numeracy and art.
- Sporting events – parents/carers help with tasks on sporting days and occasionally during season sport activities.
- Tuckshop – parent volunteers are always welcomed and encouraged to support.
- Library Support- parents volunteer their time to help with tasks such as book covering and when we hold Book Fairs through the year.

Respectful relationships programs

The school in conjunction with the P&C has developed and/or adopted and implemented programs that focus on appropriate, respectful and healthy relationships including Life Education lessons, Talk About It and Rock and Water.

Our Positive Behaviour for Learning lessons and whole school focus activities ensure social skills are taught. Our Wellbeing teacher provides additional support to students identified with specific needs.



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	133	79	64
Long Suspensions – 6 to 20 days	1	1	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

In 2016, we continued to be proactive with staff regarding our behavioural habits about electricity usage during teaching and break times, with the anticipated outcome to be that all staff and students would be more vigilant and mindful of turning off unnecessary electricity, especially when they are not in classrooms. We continue to be very active in our recycling cans and batteries initiatives with plans to include recycling bins as part of our general rubbish management.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	209,160	4,968
2014-2015	363,992	9,275
2015-2016	307,161	4,146

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.

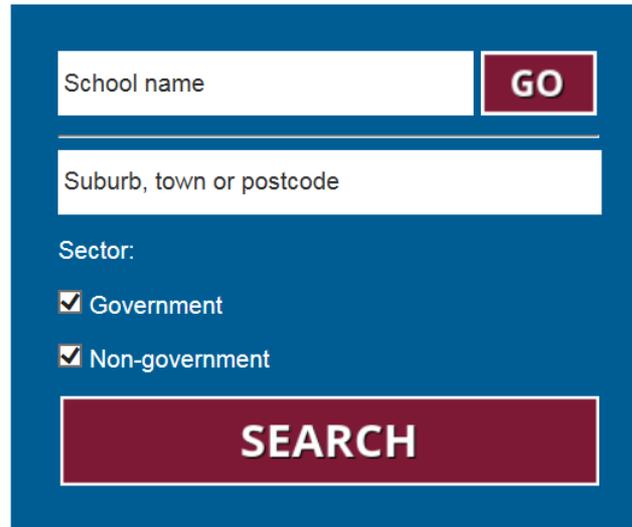
School Funding

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
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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	46	26	<5
Full-time Equivalent	42	18	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	0
Bachelor degree	44
Diploma	0
Certificate	0

*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 \$71980.

The major professional development initiatives are as follows:

- Seven Steps to Writing Success
- Rock and Water
- Planning using the Australian Curriculum and C2C including unpacking the MSV
- Collaborative Inquiry Process
- Teaching with a Literacy Focus
- Anita Archer Explicit Instruction including Gradual Release of Responsibility
- Mandatory Training- Code of Conduct, Student Protection training, Asbestos Awareness, Anaphylaxis training, Internal Controls, Workplace Health and Safety
- Classroom Profiling, Peer coaching and mentoring
- Australian Professional Standards for Teachers
- Using OneSchool including ICPs and Markbook
- Embedding Torres Strait Islander Perspectives

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.	96%	96%	95%

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 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).	92%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	89%

*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%.

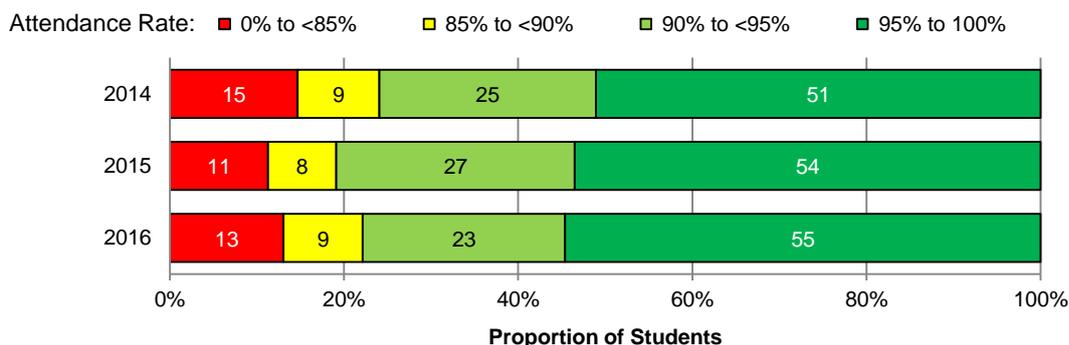
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	92%	93%	93%	92%	94%	92%	89%					
2015	92%	94%	94%	93%	93%	95%	94%						
2016	94%	92%	94%	94%	92%	94%	94%						

*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.

At Mundingburra State School, electronic roll marking occurs twice per day at 9.30am and then again at 2.00pm. We have introduced a number of strategies to both encourage improved attendance and assist in maintaining attendance levels to a high level throughout our school. These strategies are outlined below:

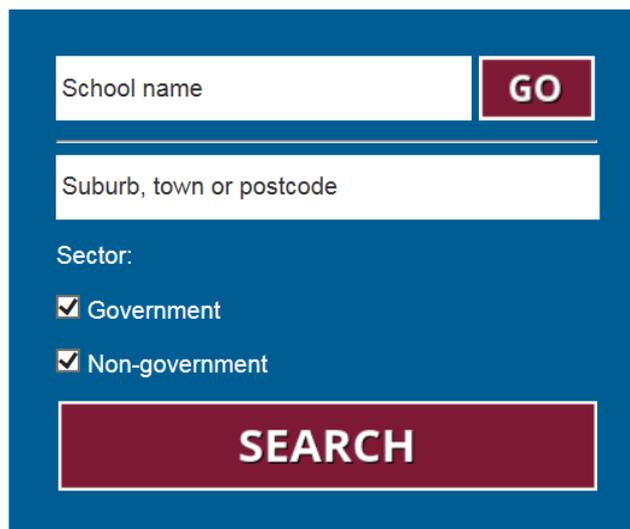
- Informing and frequently reminding staff/students/parent community of our aim to achieve and/or maintain 95% attendance throughout the term/semester/year
- Weekly 'trophy' awarded on assembly to the (lower and upper) class with the highest attendance for the week-to be held in recognition until assembly the following week
- Access to/use of the One School Dashboard option for staff
- Awards/certificates awarded on assembly
- Teachers/admin staff follow up unexplained absences quickly through a variety of avenues including:-
 - * emails
 - * face to face conversations
 - * phone calls after 3 days of absence
 - * One School generated letters requesting explanations of 'unexplained absences'
- Flyers placed strategically around the school – in high 'traffic' areas (and outside of classrooms), where they are easily seen by visiting parents regarding 'Does Attendance Really Matter' and 'What Sort of Start is Your Child Getting?'
- Follow and monitor the school's Attendance Policy which is aligned to DET procedures.
- Weekly absence reports monitored and followed up by staff.
- Intervention/support given to families of students exhibiting patterns of poor attendance. Deputy Principals, Wellbeing teacher and Indigenous Support aide provide targeted support/intervention depending on student/family needs.

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/>.

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