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## Principal's foreword

### Introduction

It is our pleasure to provide a report that provides a brief overview of our goals and achievements for 2011. The report provides statistical information regarding satisfaction levels of staff, students and parents; student outcomes and our staff profile. It provides an outline of 2011 achievements and the future outlook for our wonderful school.

### School progress towards its goals in 2011

Our major areas of focus in 2011 were

- Use QCAR framework for planning, teaching, assessing and reporting throughout 2011.
- Engage teaching staff with the new Australian Curriculum.
- Develop and implement a whole school Reading comprehension strategies program.
- Develop and implement a whole school Spelling program
- Work with Mount Louisa Cluster to write a Gifted Education Implementation Plan.
- Embed the rules, values and procedures introduced by the PBS committee in 2010 through lesson plans, and professional development/ conversations with staff. Work towards 100% SET data for "expectations defined" through weekly assembly messages, resources for class teachers and regular school newsletter articles.
- Develop a daily notification and response process to improve student retention/ attendance data.
- Develop and implement a school Data Action Plan, including targets, standards and proficiency rates for students.
- Introduce once per term data review strategies for student performance with staff.
- Develop with staff guidelines for planning to show differentiation and adjustments for individual learners, including goals for learning.
- Use Closing the Gap funds to employ aide to work with indigenous students
- Implement intensive Intervention for at risk and identified students with learning needs not attaining to benchmark in Yr 2 Net and Yr 3-7 – use of SAR, SAW, small group, and LST model.
- Continuing our Adopt a Scientists program and our Science Mates to promote science as an important key learning area.
- Continuing our strong Instrumental Music, Choir and Performing Arts programs.



- Continue to engage with different strategies to enhance our public profile and be successful in our enrolment growth.
- Publish class curriculum newsletters per term to promote positive learning/teaching with parents.
- Decrease waste, electricity and water usage by 10% as per our SEMP.

We were able to achieve and implement all of the above planned strategies and goals as per our 2011 Annual Operational Plan.

#### **Future outlook**

The key priorities for 2012 are

- Reading
- Spelling
- Implementation of the Australian Curriculum through the C2C units
- Attendance
- Closing the Gap for Indigenous students
- SEMP implementation
- E learning Agenda
- Embed inclusive practices including an indigenous perspective
- School wide positive Behaviour Support

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered:** Prep - Year 7

### Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
643	300	343	92%

### Characteristics of the student body:

Only 40% of the student enrolment residing in feeder suburbs of Mundingburra, Pimlico and Rosslea, it is believed that the school's accessibility from Ross River Road, proximity to many parents' workplaces, the fact that older family member have attended the school previously and the school's reputation in the wider community are factors which result in numerous students traveling considerable distances and from almost forty suburbs to attend the school.

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 from Non-English speaking backgrounds (10%) as well as those with English as a Second Language (4%). Aboriginal and Torres Strait Island students represent 11% of the school's enrolment.

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

Phase	Average Class Size
Prep – Year 3	23.3
Year 4 – Year 10	25.4
Year 11 – Year 12	NA
All Classes	24.3

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	54
Long Suspensions - 6 to 20 days	1
Exclusions	1
Cancellations of Enrolment	0

### Curriculum offerings

#### Our distinctive curriculum offerings are:-

- Science Mates – an extracurricular science based activity centred program designed to engage, nurture and highlight the importance of science with students. We are a Reef Guardian School.
- Music Mates – Instrumental music program – brass, string, percussion and orchestra with performances. A Yr. 4-7 choir also rehearses and performs. Instrumental and Choral Concerts to celebrate our students achievements and talents occur twice per year.
- Emotional Awareness for Behaviour Choice– a distinctive approach to learning and behaviour. These strategies are used for high needs students.
- Wannamakeabook initiatives – classes write, create/illustrate and publish story books. The initiative is used as an excellent tool to complement and enhance our literacy program.
- Robotics – curricula program for Yr. 6 and 7 classes.
- Performing Arts program – weekly Dance and Drama lessons provided 2 terms in the year by professional dance and drama teachers.
- Season Sport for Yr. 6 and 7 students.
- Our LOTE is French.

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#### Extra curricula activities

- Music Mates – staff and parent support group coordinate performances for instrumental music and choir students.
- 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. Membership is approx.. 150 students
- Sporting Buddies – an extracurricular active bodies program is run before school twice a week. Sporting Buddies also aims to plan and co- ordinate sporting expos and promote the healthy, active lifestyle message to our students through these planned activities.
- Arts Council performances and Brainstorm Production performances.
- School Concerts held triennially
- Eisteddfod performances in verse speaking and singing choirs

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#### 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. The teacher/ librarian and ICT teacher collaboratively plans with class teachers to support teachers in their teaching of ICT skills to students in an integrated approach to learning and assessment. Computers are used in the classroom and the two well-resourced computer labs by students to complete their learning and assessment tasks and culminating activities such as publishing books through our Wannamakeabook initiative.

Students use online content and services to support their learning. Other multimedia resources such as software programs for robotics and film making, digital cameras, poster making and book binding facilities, film making equipment and data projectors are all used in conjunction with computers for student learning. Some of our year 7 students engaged in making their own short films for which our school won several prestigious national and state awards.

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### Social climate

Pastoral care programs and resources we have in our school include:

- Our Defence School Transition Aide and Indigenous Liaison Officer supports and strengthens the relationships between school and home for our defence students and families and our indigenous students.
- We are a School Wide Positive Behaviour Support school - SWPBS 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 (3 –5 years), 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. Our Guidance Officer and Behaviour Support Teacher also offer programs, guidance and support through our Special Need Committee (SNC) processes.

### Parent, student and teacher satisfaction with the school

In 2011 School Opinion Survey data indicated that parents, students and staff were generally happy with Mundingburra State School and the education being offered to students. The commitments of the parent body working with staff to improve all aspects of the school are reflected positively in the opinion data. There was an improvement in satisfaction levels by parent/caregivers satisfied with their child's school from 2010 data.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	84%
Percentage of students satisfied that they are getting a good education at school	89%
Percentage of parents/caregivers satisfied with their child's school	94%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	68%
Percentage of staff members satisfied with morale in the school	76%

DW – Data withheld

### Involving parents in their child's education

It is important to us that we promote our school profile, curriculum vision and values through communication to sustain our market share of 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 4<sup>th</sup> Monday 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.
- Sporting Buddies Parent Support Group – a support group that assists the PE teacher to co –ordinate extra

curricula sporting activities for our students to promote the message of happy, active, healthy students.

- Classroom Support – many teachers welcome and appreciate the support of parent volunteers in their classrooms to help with activities such as reading, art, maths, etc.
- Tuckshop – parent volunteers are always welcomed and encouraged to support.
- School Concert – parent liaison officers and volunteers support the class teacher and students in the preparations (costumes, props, art work etc) for the school Concert held triennially.
- Library Support- parents volunteer their time to help with tasks such as book covering and when we hold book Fairs through the year.
- Sporting events – parents help with tasks on sporting days and occasionally during season sport activities.

### Reducing the school's environmental footprint

At the start of 2011, we were proactive with staff and shared data and discussed 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. Further reductions are due to having a National Solar Schools grant to install shut off switches in each teaching block. Water usage increase can be contributed to a number of factors. In 2011 we acquired an additional 4000sqm of land for the school oval that needs irrigation. Our aging toilets had several broken pipes and excessive water flow and loss occurred. The old drinking taps and seals need upgrading. We continue to be very active in our recycling cans and batteries initiatives.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	293,000	6,216
2010	322,419	2,792
% change 10 - 11	-9%	123%

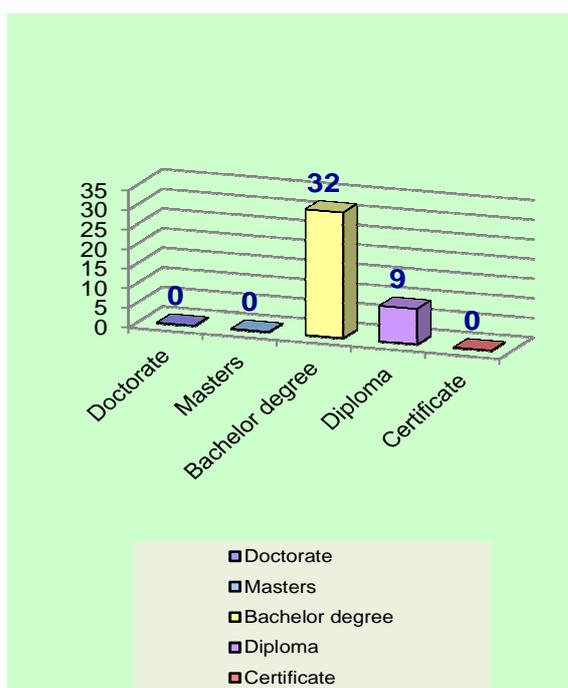
## Our staff profile

### Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	41	21	<5
Full-time equivalents	35	14	<5

### Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	32
Diploma	9
Certificate	0



### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$18277.

The major professional development initiatives are as follows:

- Pat Edgar Literacy
- Into the Book Reading Comprehension

## Our staff profile

- Words their Way Spelling
- ICT certificates and /or Pedagogical licences , Smart Classroom Professional development to enhance our school's ICT e Learning.
- Speech Language in service
- Introduction to the Australian Curriculum – Queensland Studies Authority
- Science Sparks
- First aide certificates
- EUS copyright
- Peer coaching and mentoring provided by in school staff in reading and spelling (literacy), numeracy and science.

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 96% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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/>.

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

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

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

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%.

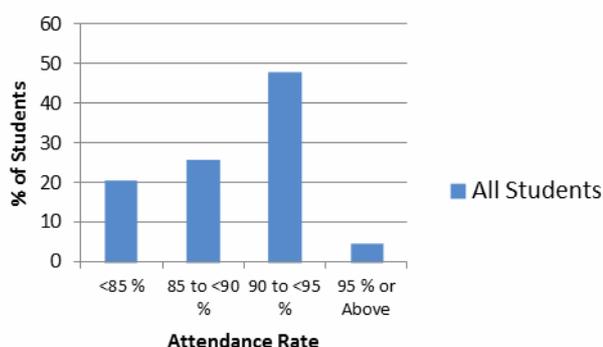
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89%	89%	89%	88%	89%	88%	88%	NA	NA	NA	NA	NA

### 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 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.

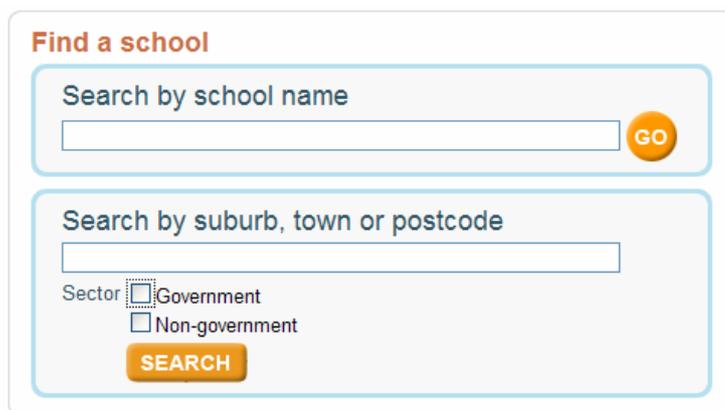
The procedure for marking rolls in our school is that all teachers will mark the roll at 9:15 am and 2:30 pm on all school days. Upon receipt of rolls in the office, absences are noted. If there are unexplained absences or a pattern of absenteeism for any student which includes 3 days unexplained, a phone call and a letter requesting an explanation for a student's absence is warranted. Continued absences from school will result in the administration team sending written correspondence and the appropriate authorities are contacted if necessary. If attendance is still not satisfactory one week later, administrators will send further correspondence as per DET policies and take reasonable steps to meet with the parents to ascertain why the student/s have continued absenteeism and where possible assist the family so resumption of school attendance can occur as soon as possible. Proactive strategies being used to increase attendance include whole school reward days and recognition of 100% student attendance at the end of each term; reminders in newsletters and assemblies. Individual class teachers also have reward systems in place for explained absenteeism and/or 100% attendance.

## Performance of our students

**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/>.

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" (which is selected) and "Non-government", and a rectangular orange "SEARCH" button.

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.

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

### Achievement – Closing the Gap

In 2011, our Yr. 3 NAPLAN Mean Scale Scores showed that the gap between indigenous and non-indigenous student's scores increased significantly in Reading, Numeracy and slightly in Writing from the 2010 Scores. Our progress in closing the gap in 2011 therefore was met and despite increased support, individual programs and additional resources, the gap in achievement for our year 3 indigenous students compared with our non-indigenous students was increased rather than decreased. A review of our practices and the needs of the individual students in this cohort occurred at the end of 2011 because of this data.

In 2011, the attendance rate for our indigenous students was 84.1%; the non-indigenous attendance rate was 88.9%. 20% of our indigenous students attended school < 80% in 2011 as opposed to only 10% of all students attended school < 80%. We do home visits when necessary, have an indigenous liaison teacher aide who makes regular contact with our indigenous families and have pastoral, wellbeing and care programs in place to support our indigenous students. We regularly communicate the message of "Every day Counts" to our whole school community in our school newsletter and on Assembly. We liaise with outside agencies and welfare organizations when applicable to support families when other factors impeded student attendance and retention.