

Mundingburra State School (0436)

Queensland State School Reporting

2012 School Annual Report



Postal address	PO Box 3415 Hermit Park 4812
Phone	(07) 4759 6444
Fax	(07) 4759 6400
Email	the.principal@mundingbss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mrs Lesley Pecchiar (Principal)

Principal's foreword

Introduction

Mundingburra State School's 2012 Annual Report provides a brief overview of our goals and achievements for 2012. The report provides statistical information regarding satisfaction levels of staff, students and parents; student outcomes and our staff profile. It provides an outline of 2012 achievements and the future outlook for our wonderful school.

School progress towards its goals in 2012

Our major areas of focus in 2012 were:

- Use QCAR framework for planning, teaching, assessing and reporting throughout 2012.
- Continue to engage teaching staff with the new Australian Curriculum.
- Consolidate our whole school Reading comprehension strategies program "Into the Book"
- Implement a whole school Spelling program "Words their Way"
- Implement the Mount Louisa Cluster's Gifted Education Implementation Plan.
- Develop an effective process to monitor and track student attendance to improve our attendance data
- Embed the rules, values and procedures introduced by the PBS committee through lesson plans, and professional development/ conversations with staff.
- Implement Closing the Gap funds to employ aide to work with indigenous students, engaging an EATSIP officer to embed ATSI perspectives across all areas of school practice.
- Implement whole school intervention approach 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 strong distinctive extra curricula programs of Science Mates, Music Mates and Sporting Buddies.
- 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.

Continue to engage with different strategies to enhance our public profile and be successful in our enrolment growth.

Queensland State School Reporting 2012 School Annual Report



We were able to achieve and implement all of the above planned strategies and goals as per our 2012 Annual Operational Plan

Future outlook

The key priorities for 2013 are

- Reading
- Spelling
- Implementation of the Australian Curriculum through the C2C units
- Attendance
- Closing the Gap for Indigenous students
- SEMP implementation

Our school at a glance

School Profile

Coeducational or single sex: *Coeducational*

Year levels offered in 2012: *Prep - Year 7*

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	595	281	314	91%
2011	643	300	343	92%
2012	689	316	373	89%

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

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 (3%). Aboriginal and Torres Strait Island students represent 12% of the school's enrolment and 83 students who have parents on active service with the ADF.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	23	23
Year 4 – Year 10	25	25	25
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	50	54	102
Long Suspensions - 6 to 20 days	2	1	9
Exclusions	1	1	2
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings include:

- Science Mates – an ex curricular 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.
- 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.*

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 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
-

Our school at a glance

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

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.

The school, with the financial assistance of the Parents and citizens Association, has embarked on the purchase of interactive whiteboards for each classroom. By the end of Semester 1 2013, each classroom will have access to an interactive whiteboard. The school has also purchased 10 iPads for classroom and administrative use.

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 staff satisfaction with the school

In 2012 School Opinion Survey data indicated that parents, students and staff were very happy with Mundingburra State School and the education being offered to students.

Questions such as:

- | | |
|---|--------------------------|
| <i>"Do you agree that this is a good school?"</i> | <i>100% satisfaction</i> |
| <i>"Your child is getting a good education at this school?"</i> | <i>100% satisfaction</i> |
| <i>"Your child likes being at this school?"</i> | <i>100% satisfaction</i> |

The commitments of the parent body working with staff to improve all aspects of the school are reflected positively in the opinion data.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	91.7%
their child's learning needs are being met at this school*	95.8%
their child is making good progress at this school*	91.7%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	91.7%
teachers at this school motivate their child to learn*	91.7%
teachers at this school treat students fairly*	95.8%
they can talk to their child's teachers about their concerns*	95.7%
this school works with them to support their child's learning*	95.8%
this school takes parents' opinions seriously*	90.9%
student behaviour is well managed at this school*	87.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	91.7%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	93.0%
they like being at their school*	94.3%
they feel safe at their school*	86.4%
their teachers motivate them to learn*	92.0%
their teachers expect them to do their best*	98.8%
their teachers provide them with useful feedback about their school work*	88.5%
teachers treat students fairly at their school*	83.3%
they can talk to their teachers about their concerns*	79.1%
their school takes students' opinions seriously*	82.4%

Our school at a glance

student behaviour is well managed at their school*	70.2%
their school looks for ways to improve*	94.2%
their school is well maintained*	89.4%
their school gives them opportunities to do interesting things*	86.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	85.1%
with the individual staff morale items	92.9%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 4th 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

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

In 2012, we continued to be proactive with staff and shared data 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. Plans are in place through the National Solar Schools grant to install air conditioning modifications in four blocks across the school including a monitoring device to allow school to monitor savings. Water usage increase can be contributed to a number of factors.

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	
	Electricity kWh	Water kL
2009-2010	322,419	2,792
2010-2011	293,000	6,216
2011-2012	335,939	6,122

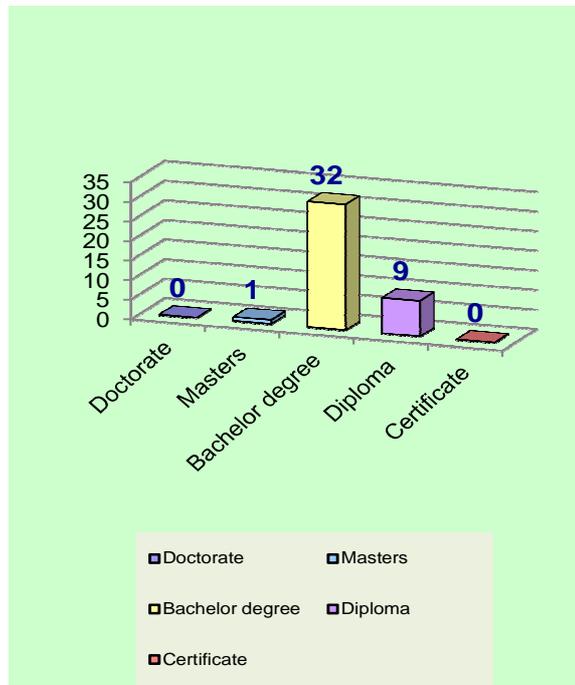
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	43	21	<5
Full-time equivalents	36.7	14.8	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	32
Diploma	9
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$13850. The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Words Their Way strategy
- Into the Book Reading Comprehension
- ICT certificates and /or Pedagogical licences , Smart Classroom Professional development to enhance our school's ICT e Learning.

Our staff profile

- Introduction to the Australian Curriculum – Queensland Studies Authority
- Workplace Health and Safety Training
- 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 2012 was 65%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96%	96.2%	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94.5% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector Government
 Non-government

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

Student attendance

	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	88%	92%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

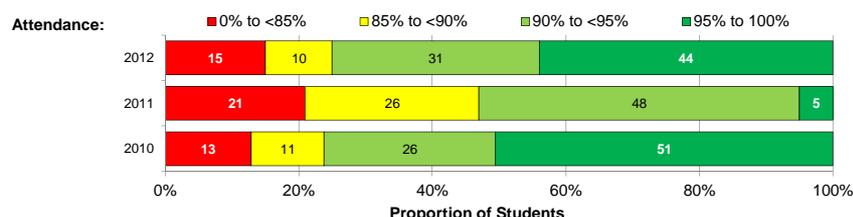
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	92%	93%	91%	94%	92%	92%	94%					
2011	89%	89%	89%	88%	89%	88%	88%					
2012	91%	93%	92%	93%	92%	92%	92%					

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 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 electronic roll on One School at 9:30 am and 2:30 pm on all school days. 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 student attendance at the end of each term including the introduction of reward days for students achieving the school benchmarks of 95%; 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.

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 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 2012, our Yr. 3 NAPLAN Mean Scale Scores showed that the gap between indigenous and nonindigenous student's scores stabilised in Reading, Numeracy and slightly in Writing from the 2011 Scores. Our progress in closing the gap in 2012 therefore was met and despite increased support , individual programs and additional resources.

A review of our practices and the needs of the individual students in this cohort occurred at the end of 2012 because of this data.

In 2012, the attendance rate for our indigenous students was 88.3%; the non-indigenous attendance rate was 93.1%. 22% of our indigenous students attended school < 80% in 2012 as opposed to 80 % 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.