

# Mundingburra State School

## Queensland State School Reporting

### 2014 School Annual Report



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Contact person	Mrs Sue Royle (Acting Principal 2015)

## Principal's foreword

### Introduction

Mundingburra State School's 2014 Annual Report provides a brief overview of our goals and achievements for 2014. The report provides statistical information regarding satisfaction levels of staff, students and parents, student outcomes and our staff profile. It provides an outline of 2014 achievements and the future of our wonderful school.

### School progress towards its goals in 2014

Our major areas of focus in 2014 were:

- Reading – Continued with our focus on improving the pedagogical practices of teachers in all aspects of reading and using reading data to inform practices and intervention.
- Spelling – Embedded the whole school Spelling program 'Words Their Way' – all classes use this resource to teach spelling and data is collected to evaluate student progress and differentiate learning.
- Attendance – Introduced a number of whole school strategies, processes and incentives to increase our attendance rate to the preferred 95%.
- Closing the Gap - 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.
- Australian Curriculum- Continue to engage teaching staff with the new Australian Curriculum, especially in the new subject of Geography.

We were able to achieve and implement all of the above planned strategies and goals as per our 2014 Annual Implementation Plan.

### Future outlook

- Teaching of Reading
- Teaching of Writing
- Teaching of Spelling
- Teaching of Mental Maths Program
- Differentiation
- Further implementation of the Australian Curriculum
- Explicit teaching

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	689	316	373	89%
2013	708	354	354	94%
2014	784	376	408	95%

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

### Characteristics of the student body:

Approximately only 40% of the student enrolment resides in feeder suburbs of Mundingburra, Pimlico, Mysterton and Rosslea. The school's accessibility 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. 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 (3%), Aboriginal and Torres Strait Islander students (13%) and Students with Disabilities (3%) We also have approximately eighty students enrolled who have Defence Force parent/s.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	24	23
Year 4 – Year 7 Primary	25	24	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	102	108	133
Long Suspensions - 6 to 20 days	9	4	1
Exclusions <sup>#</sup>	2	2	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

- 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 Year 4-7 choir also rehearses and performs. Instrumental and Choral Concerts to celebrate our students achievements and talents occur twice per year.
- Robotics – curricula program for Year 6 and 7 classes.
- Performing Arts program – weekly Dance and Drama lessons provided for 2 terms in the year by professional dance and drama teachers.
- Season Sport for Year 6 and 7 students twice per year.
- Our LOTE is French.

### Extra curricula 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 approx. 150 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.
- Musica Viva and Brainstorm Production performances occur each year.
- 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.

### **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 well-resourced computer lab.

Computers are used by students to complete their learning and assessment tasks, to research 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. 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**

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 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, 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 weekly in classes.

Our Guidance Officer and Behaviour Support Teacher also offer programs, guidance and support through our Special Need Committee (SNC) processes. Our Special Education Programs (SEP) Teacher also supports our students with disabilities to assimilate and function well for learning in the classrooms. The SEP teacher also liaises with the families of our students with disabilities.

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

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	91%	98%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school* (S2001)	100%	92%	97%
their child feels safe at this school* (S2002)	92%	92%	91%
their child's learning needs are being met at this school* (S2003)	96%	92%	98%
their child is making good progress at this school* (S2004)	92%	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	92%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	75%	95%
teachers at this school motivate their child to learn* (S2007)	92%	83%	95%
teachers at this school treat students fairly* (S2008)	96%	83%	98%
they can talk to their child's teachers about their concerns* (S2009)	96%	75%	97%
this school works with them to support their child's learning* (S2010)	96%	92%	93%
this school takes parents' opinions seriously* (S2011)	91%	91%	93%
student behaviour is well managed at this school* (S2012)	87%	100%	91%
this school looks for ways to improve* (S2013)	100%	100%	98%
this school is well maintained* (S2014)	92%	100%	95%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	93%	98%	97%
they like being at their school* (S2036)	94%	98%	93%
they feel safe at their school* (S2037)	86%	95%	92%
their teachers motivate them to learn* (S2038)	92%	99%	96%
their teachers expect them to do their best* (S2039)	99%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	89%	97%	96%
teachers treat students fairly at their school* (S2041)	83%	94%	95%
they can talk to their teachers about their concerns* (S2042)	79%	92%	96%
their school takes students' opinions seriously* (S2043)	82%	95%	95%
student behaviour is well managed at their school* (S2044)	70%	88%	82%
their school looks for ways to improve* (S2045)	94%	99%	96%
their school is well maintained* (S2046)	89%	95%	92%
their school gives them opportunities to do interesting things* (S2047)	86%	100%	95%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	98%
they feel that their school is a safe place in which to work (S2070)		95%	100%
they receive useful feedback about their work at their school (S2071)		85%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		97%	100%
student behaviour is well managed at their school (S2074)		82%	93%
staff are well supported at their school (S2075)		88%	98%
their school takes staff opinions seriously (S2076)		92%	95%
their school looks for ways to improve (S2077)		93%	100%
their school is well maintained (S2078)		85%	95%
their school gives them opportunities to do interesting things (S2079)		83%	95%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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.
- EATSIP Parent Group meetings held on the 4<sup>th</sup> 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.
- 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.
- 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/carers help with tasks on sporting days and occasionally during season sport activities.

### Reducing the school's environmental footprint

In 2014, 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	335,939	6,122
2012-2013	316,795	78,756
2013-2014	209,160	4,968

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.

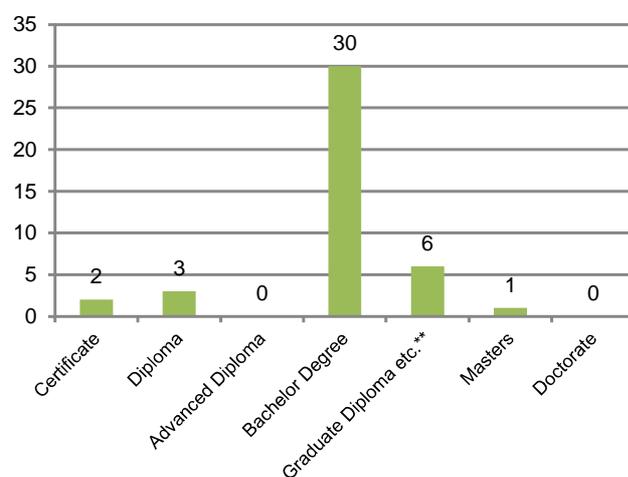
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	44	25	<5
Full-time equivalents	41	18	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	3
Advanced Diploma	0
Bachelor Degree	30
Graduate Diploma etc.**	6
Masters	1
Doctorate	0
<b>Total</b>	<b>42</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$28786.83

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Reading Strategies
- Words Their Way (Spelling)
- Code of Conduct
- Student Protection training
- Australian Curriculum
- Behaviour Management
- Australian Professional Standards for Teachers
- Workplace Health and Safety Training
- Peer coaching and mentoring provided by in school staff in reading and spelling (literacy), numeracy
- Leadership- Taking the Lead

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

## 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 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

# Performance of our students

## Key student outcomes

### Student attendance

	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

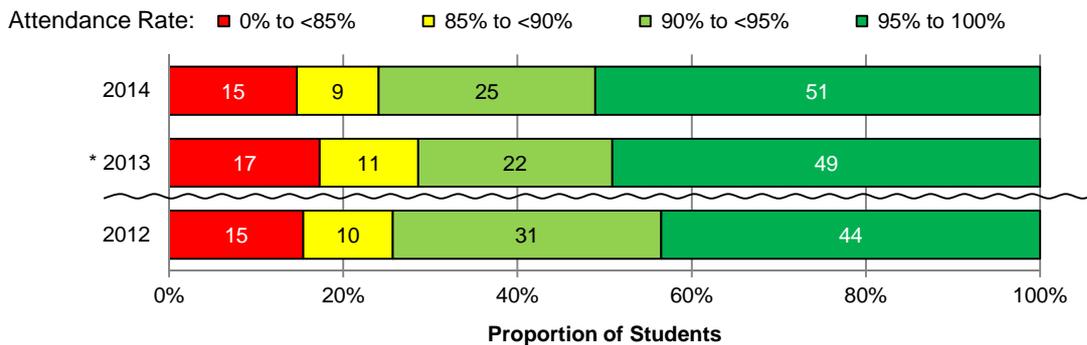
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	93%	92%	93%	92%	92%	92%					
2013	90%	92%	92%	93%	93%	92%	90%					
2014	92%	93%	93%	92%	94%	92%	89%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### 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.

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:

- An attendance reward day at the end of each term
- Informing and frequently reminding staff/students/parent community of our aim to achieve and/or maintain 95% attendance throughout the term/semester/year
- Attendance graphs displayed in each classroom, showing the class their weekly attendance data with incidental discussions around improvements, encouragement of any increases in attendance levels, suggestions
- 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:-
  - \* 'purple' notes sent home to parents after one day of absence
  - \* 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 each classroom), where they are easily seen by visiting parents regarding 'Does Attendance Really Matter' and 'What Sort of Start is Your Child Getting?' These flyers are also included in the school newsletter weekly.
- Implementation of a developed 'Management and Enforcement of Student Attendance' document – aligned with DETE procedure.
- Weekly absence reports printed, collated and distributed to staff for follow up.
- Intervention/support given to families of students exhibiting patterns of poor attendance. Principal, DP, HOSES, BST, Indigenous Support aide provide targeted support/intervention depending on student/family needs.

## 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/>.

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## Achievement – Closing the Gap

In 2014:

- Year 3 NAPLAN Mean Scale Scores showed that the gap size between indigenous and non-indigenous student's scores decreased in Reading, Writing, Grammar and Punctuation and Numeracy from the 2013 scores.
- Year 3 NAPLAN mean scale scores showed that the gap size between indigenous and non-indigenous student's scores for Spelling increased.
- Year 5 NAPLAN mean scale scores showed that the gap size between indigenous and non-indigenous student's scores decreased across all domains.
- Year 7 NAPLAN mean scale scores showed that the gap size between indigenous and non-indigenous student's scores decreased in Spelling and Grammar and Punctuation from the 2013 scores.
- Year 7 NAPLAN mean scale scores showed that the gap size between indigenous and non-indigenous student's scores for Reading, Writing and Numeracy increased.

In 2014, the attendance rate for our indigenous students was 86%; the non-indigenous attendance rate was 93.2%. 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.