Principal’s foreword

Introduction

Mundubbera State School offers students an opportunity to take part in continuity of education from Prep through to Year 10. Our very committed and child centred staff review practice to ensure a seamless pathway for individual students throughout these 11 years of schooling. Opportunities for a primary and secondary interchange are embedded as an ongoing process. The seamless transition into Junior Secondary (7-9) has been part of our strategic direction in 2014.

Our enrolment numbers ensure that students are readily identified by staff and curriculum offerings are broad enough to cater to individual needs. A very strong feature of this school is the close and positive student/teacher relationships. This is reflected in the development of a new school Vision and Values in 2013 and our Mission statement in 2014.

Vision

Opportunities to learn in a community focused on wellbeing of every person, every day.

Values

Engaged, Committed & Supportive.

Mission

1. Inspire lifelong learners who apply their knowledge & skills to achieve personal success.
2. Enhance positive wellbeing by working with integrity, inclusivity, grit and resilience.
3. Communicate, collaborate and contribute to local and global communities.

We are also proud that our students are keen to have a say in the development of their School through their student council. Students are proud to attend Mundubbera State P-10. Our School maintains strong traditional values as shown by the school’s Centenary in 2012. We ensure that students are also given the opportunities available to 21st century schools. These include the interaction with the newest technologies to help promote creativity, innovation and interest in future technology.

Our expectations are high and are such that students should be responsible for their own actions. We pride ourselves on a close link to our past. Students across all age groups engage in community projects and support groups. Our students regularly interact with the senior citizens, providing companionship and a show of respect while gaining from the sharing of their vast experiences. Our Special Education Program provides support for those children with disabilities, while being integrated into mainstream classes.

This Report aims to present data regarding the School’s student and staff profile, the achievements of the School, curriculum offerings, and student achievement and perceptions about the School.

Copies of this Report are available at the School office and in the parent’s Foyer.
School progress towards its goals in 2014

Literacy
(Reading and Writing)
Whole school Plan for Reading and Writing are constructed with support from our Speech Language Pathologist, Deirdre Rackemann, Dr Anne Drabble form USC Particular focus on the early years and phonetics development in prep & year 1.

- Whole school reading plan completed and implemented, yearly updates continue. Embedded
- School professional development (3 days) by Dr Anne Drabble completed and yearly visits to continue. Embedded
- Writing Plan in draft stage at completion of 2014. Ongoing
- Reading improvement data measured by NAPLAN; school in the Top 50 in state. Ongoing
- Year 9 reading improvement acknowledged as top 3 in state and school performance branch doing a research project on school processes, systems and delivery to identify good processes to share across QLD. Ongoing
- Deirdre Rackemann purchased for extra day per week to support development in the early years. Embedded

Junior Secondary
Develop agreed Signature Practices addendum for the schools Pedagogical framework.
Develop high order questioning skills that will be utilised across Jnr Secondary then whole school.
Attention to Bloom taxonomy or similar framework.

- Peer Review process complete, Mundubbera achieved very highly. Completed
- Addendum draft stage with teachers having a very good understanding of expectations. Ongoing
- Higher order thinking skills in draft phase as whole school document. Ongoing
- Blooms taxonomy utilised in lesson specific format, whole school approach in draft phase. Ongoing

Wellness
Incorporate Positive Education culture across the staff, affecting their daily work.
Develop a year 7 curriculum that focuses Positive Psychology best practice to develop student wellness, hope and sense of belonging.

- Principal received $10,000 bursary to complete Professional Certificate in Positive Education at Melbourne University; Completed
- Positive Education in embedding phase, with staff meetings, school culture and planning for year 7 class in 2015. Completed
- Work on ‘Doing Good’ in local and global community continues with meals on wheels and letters to troops. Completed.
- Behavioural data indicates a 20% decrease in SDA’s and negative behaviour reports. Embedded

Pedagogical Framework
Refine routines, high expectations and high yield strategies to be a consistent part of the teaching practice at Mundubbera State P-10.

- High Yield Strategies implemented (Inquiry Based Learning) as suggested pedagogy after EI. Ongoing
- Our school focus on High expectations with routines continues to be formatted across school and individual classes. Ongoing
- EI continued to be utilised as primary pedagogy for new and continuing teachers. Embedded

Profile training of 1 staff member who will lead profiling processes and discussions within the school.
- Profile training for 2 staff members completed, profiling of individual staff continues into 2015.

D Differentiation
Complete ILP documentation and modified teaching for students identified in 2014.

- Identification process completed; development of individual plans completed; student reports based on their year level. Completed.

Agreed questioning and extension techniques, that focus on extension students & U2B

- In class differentiation continues as priority, Embedded
- TAPPLE utilised as new and beginning teacher technique. Ongoing
- Planning for differentiated literacy groups in P-2. Ongoing
- Planning for reorganisation of secondary English classes to cater for extension. Ongoing
Future outlook

**Literacy: Writing and Reading**

- Develop Tracking Protocols focusing on NAPLAN writing criteria. Utilising CQ3S software package.
- Reconfigure school data plan to reflect expectations
- Writing Priority Staff Meetings every two weeks to analyse, mark and re-plan teaching of writing.
- Whole School Writing Plan developed through consultation and support from University personnel
- Dr Anne Drabble professional development on writing, modeling, coaching and support for our writing agenda across the school.
- Developing Writing RRR based on the school based observations
- Target GRG funding into P-2 to build capacity of students to reach the expected milestones in sight words, attendance and levels of achievement in English and Mathematics.
- Whole staff profiled utilizing internal staff to develop positive behaviour expectations across the school.

**Attainment of Levels of Achievement (LOA)**

- Identification process for students requiring different curriculum to current year level (ICP)
- Focus on Higher Order Thinking Skills within English in secondary school
- Develop extension and core classes in Secondary (7-9)
- Develop literacy rotations in lower school (P-2)
- Teacher discussions after reporting period based on student results, develop individual goals
- Celebrate achievement of individuals, cohorts, and school with community.
- Seek to utilise specialists in Literacy and Numeracy form Universities.

**Attendance**

- Acknowledgment 100%, 97% and 95% attendance at completion of each term.
- Admin meetings re attendance discussed monthly.
- Admin follow up and discussion with parents of low attendance students
- Attendance posters across the school
- Secondary class competitions and Primary parade acknowledgements each week.

**Wellbeing**

- Principal to teach 70 minute lesson a week on Positive Education
- Sharing of strengths based education across staff and schools in the cluster
- Develop meeting protocols that utilise positive psychology research.
- Utilise Appreciative Inquiry Processes when looking at processes of change and collaboration.
- Lobby to get Geelong Grammar Personnel to present at North Burnett Cluster day
- Develop whole staff understanding of Positive Psychology Interventions and personal wellbeing.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 10

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>241</td>
<td>122</td>
<td>119</td>
<td>91%</td>
</tr>
<tr>
<td>2013</td>
<td>253</td>
<td>131</td>
<td>122</td>
<td>93%</td>
</tr>
<tr>
<td>2014</td>
<td>242</td>
<td>130</td>
<td>112</td>
<td>95%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

The School community has been assigned a Low Socio-Economic Index Score of 965. This Index places 41% of our families in the lowest Socio-Economic quartile, 29% in the next quartile, only 18% in the second top quartile, and 11% in the top quartile. 8% of our students were indigenous, and we also had 8% of students of Tongan background.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>17</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td>17</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>35</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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

Mundubbera State P-10 provides quality teaching and learning programs developed locally and offers additional experiences through the School Camp program, Arts Councils, academic competitions, unique sporting opportunities and various community-based activities. The School seeks to provide a continuous and seamless program from Primary to Secondary.

The Curriculum provides opportunities for every child to achieve in the key learning areas of:

- English
- Mathematics (Non-graded Year 7 - 10 groupings)
- Science including Agricultural Science
- History
- Geography
- German (last year, 2015 will be Chinese)
- The Arts
- Technology including Industrial Trade Design and Home Economics
- Health and Physical Education (HPE)

Of particular note are the following:

- From Year 7, selected students are invited to participate in our Accelerated Maths Program that sees students working at a year level higher than their peers. Students in Year 10 can commence Year 11 Maths concepts supported within their Maths class.
- The Year 7 cohort fully integrated into the Secondary mode from 2011. Mundubbera SS achieved very well in junior secondary Peer Review.
- We operate a strong School-Based Apprenticeship and Traineeship program. This connects students to local employees and begins to specifically prepare student for their future working life.
- Year 9 and 10 students are also offered programs leading to Certificate II in Agriculture.
- Students engage in daily physical activity as part of our Brain Break, Energise program and our traditional lunchtime calendar of events. In 2014, these included Indoor Hockey, Volleyball, Table Tennis and Touch Tournaments to name just a few, making full use of the new multi-purpose Hall.
- Innovative teaching staff have brought their expertise to ‘before and after’ school activities for students including; boxing, cross country running, personal fitness training and rugby.
- All Year 10 students work through a comprehensive Career Development program in preparation for developing their Senior Education and Training (SET) Plans.

Extra curricula activities

Primary students participated in:

- Inter-school Athletics
- Various Sports’ Days, e.g. Soccer/Netball, District Rugby League, Rugby Union & AFL
- Arts Council Presentations
- Mundubbera Show Events and Displays
- Community Events such as ANZAC Day Ceremony, Hook and Hoof, and Pet Show
- University of NSW Competitions (Computer Studies, Science, Maths and English)
- Under 8’s Week Activities
- Musical Gala

Secondary students participate in:

- Arts Trip to Brisbane
- Quarterly Junior Sports Days along with other Secondary students in the North Burnett Area
- QAMT Maths Year 8 Competition
- Maths Team Challenge
- Technology Challenge involving the CO2 Racers and the Human Powered Vehicle Endurance Race
- Lunchtime Sports Program (Volleyball, Table Tennis, basketball, Indoor Hockey, and Handball)
- Exhibiting Artworks at the Council Gallery
- University of NSW Competitions (Computer Studies, Science, Maths and English)
- The Band and Choir perform at local events and ceremonies.
How Information and Communication Technologies are used to assist learning

- Students have access to 3 computer laboratories of 25 computers each. These are used for individual projects, whole class skills lessons and in accessing Certificate courses through outside education agencies. Smaller pods of computers are set up in Primary classrooms to ensure timely connectivity as needs arise. Primary Laboratory upgraded in December 2014 to include 25 new computers.
- The library and most classrooms now have interactive whiteboards and data projectors.
- The library now supports 8 iPads and full wireless connectivity. Portable wireless connectivity is also now available for lower Primary to utilise wireless technology in classrooms.
- Year 10 students and some year 9 students have a take home laptop program.
- Keypad interactive handheld devices (30) have been purchased and are utilised across the School.

Social Climate

- Student Council is a voice for students directly to the School Executive, this includes Junior Secondary Leaders and primary class representatives
- Recreation events such as School Discos are held each Term.
- Staff from the School’s SEP supports an Inclusion program throughout the School. Our students received valuable support services from staff from Queensland Health, Qld Police.
- Service, and Respite Care (Blue Care), as well as visits from the School-based Health Nurse and Guidance Officer who travel to Mundubbera School from other centres. Youth workers from two organisations support the transition of students into the next phase of their lives.
- Proactive ongoing programs dealing with bullying, puberty, sexuality, healthy lifestyles, resilience, leadership and relationship building form part of the HRE program that is mainly integrated into other curriculum areas, as well as a Pastoral Care program for all Secondary students.
- Our Positive Recognition Program promotes and recognises positive attitudes of students and includes; Primary/Secondary Students of the Week and Month, Secondary Mega Cards and Positive Post Cards for identified good behaviour.
- A part time Chaplain has been employed 1 day a week to support students.
- Across the 11 grade levels, half an hour a week is devoted to the social well-being program, “You Can Do It”. Personal traits of the program are discussed on parade and in class visits.
- The School responds to bullying by having a very clear pathway for students to act and inform adults in the School. Any incident is recorded and discussion with both parties will follow and parents are informed. We have support structures in place to have the other adults available other than Teachers and Administrators to discuss issues with students as the need arises such as the Youth Support Officer, School-based Youth Health Nurse and Guidance Officer. Below you will see that a very high percentage of parents believe their child feels safe at school (95%) and behaviour is well managed (76%).

Parent, student and staff satisfaction with the school

In the 2014 School Opinion Survey, overall student outcome satisfaction was high. Student percentage believing that they are getting a good education at school was 88%.

Parent overall satisfaction was high in 2014. The percentage of parents satisfied that their child is getting a good education was 95%.

Overall the staff enjoying teaching at this school was 100% in 2014.
## Performance measure

### Percentage of parent/caregivers who agree\(^*\) that:

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>80%</td>
<td>95%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td>their child likes being at this school(^*) (S2001)</td>
<td>100%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>their child feels safe at this school(^*) (S2002)</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school(^*) (S2003)</td>
<td>87%</td>
<td>81%</td>
<td>91%</td>
</tr>
<tr>
<td>their child is making good progress at this school(^*) (S2004)</td>
<td>93%</td>
<td>81%</td>
<td>86%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best(^*) (S2005)</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work(^*) (S2006)</td>
<td>100%</td>
<td>71%</td>
<td>90%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn(^*) (S2007)</td>
<td>100%</td>
<td>81%</td>
<td>95%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly(^*) (S2008)</td>
<td>93%</td>
<td>71%</td>
<td>95%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns(^*) (S2009)</td>
<td>100%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning(^*) (S2010)</td>
<td>100%</td>
<td>85%</td>
<td>77%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously(^*) (S2011)</td>
<td>100%</td>
<td>70%</td>
<td>81%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school(^*) (S2012)</td>
<td>93%</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>this school looks for ways to improve(^*) (S2013)</td>
<td>100%</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td>this school is well maintained(^*) (S2014)</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
</tr>
</tbody>
</table>

## Performance measure

### Percentage of students who agree\(^*\) that:

<table>
<thead>
<tr>
<th>Statement</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>93%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>they like being at their school(^*) (S2036)</td>
<td>89%</td>
<td>87%</td>
<td>85%</td>
</tr>
<tr>
<td>they feel safe at their school(^*) (S2037)</td>
<td>91%</td>
<td>92%</td>
<td>87%</td>
</tr>
<tr>
<td>their teachers motivate them to learn(^*) (S2038)</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>their teachers expect them to do their best(^*) (S2039)</td>
<td>97%</td>
<td>97%</td>
<td>97%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work(^*) (S2040)</td>
<td>96%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school(^*) (S2041)</td>
<td>78%</td>
<td>78%</td>
<td>80%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns(^*) (S2042)</td>
<td>79%</td>
<td>75%</td>
<td>87%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously(^*) (S2043)</td>
<td>84%</td>
<td>78%</td>
<td>74%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school(^*) (S2044)</td>
<td>69%</td>
<td>76%</td>
<td>71%</td>
</tr>
<tr>
<td>their school looks for ways to improve(^*) (S2045)</td>
<td>94%</td>
<td>89%</td>
<td>89%</td>
</tr>
<tr>
<td>their school is well maintained(^*) (S2046)</td>
<td>93%</td>
<td>92%</td>
<td>86%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things(^*) (S2047)</td>
<td>96%</td>
<td>83%</td>
<td>82%</td>
</tr>
</tbody>
</table>
**Performance measure**

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>96%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>96%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>93%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>96%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>89%</td>
<td>93%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>89%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>93%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>96%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>96%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>96%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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

**Involving parents in their child’s education**

Parents receive formal reports on their child’s progress three times a year – an Interim Report at the end of Term 1, and End of Semester Reports at the end of Terms 2 and 4. Parent/Teacher Interviews are offered following Term 1 and Term 3.

There is a volunteer program to support our Literacy and Numeracy programs involving parents and other community members.

The School has an active Parents and Citizens’ Association (P&C) that supports the School with fundraising through a bi-annual Fete and Variety Night. It also runs the tuckshop one day a week. A member of the P&C is part of the School Budget Committee and Grounds Committee.

The activities at the School are outlined in a Weekly Newsletter to parents. Parents are welcome visitors to the School, especially during events such as Sporting Carnivals, Performances and Assemblies.

Information Evenings on various topics occur during the year.

Parents are vitally involved in the development of the Year 10 students’ Senior Education & Training Plans.

A School Facebook site has been commissioned and passes messages weekly into our local community and this has high visibility in our community.

A group of dedicated teachers compile stories that are sent to the local paper to be issued every Thursday in the North Burnett Area.
Reducing the school's environmental footprint

During 2014, an Air-conditioner Usage Policy was reinforced and a Student Council “E Day” publicised Energy-saving methods.

Recycling of Garbage was promoted throughout the school and our work was recognised by supporting the Town win the QLD Tidy Towns Award.

Mundubbera State School was acknowledged as the National Winners of the Young Legends Award for our work promoting sustainability and links into the community in 2014.

Paper and printer usage was monitored and cutback policies were developed.

The School continues to utilise a chipper to keep all green waste onsite for composting.

Old orange crates recycled into the school and used to develop class gardens.

Five worm farms were purchased to recycle food scraps in the primary classroom.

A successful application to the gambling fund for $38,000 was achieved to purchase 6 x 20,000L tanks, and install a bore to water the Agriculture plot.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>119,905</td>
<td>1,304</td>
</tr>
<tr>
<td>2012-2013</td>
<td>108,099</td>
<td>1,304</td>
</tr>
<tr>
<td>2013-2014</td>
<td>102,548</td>
<td>521</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>27</td>
<td>25</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25</td>
<td>12</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>
Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>18</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>7</td>
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<tr>
<td>Masters</td>
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</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
</tr>
</tbody>
</table>

*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 $35,610.

- The major professional development initiatives are as follows:
  - Reading – Dr Anne Drabble
  - Science Pedagogy Development - Dr Harry Kannassa
  - Numeracy – Tierney Kennedy
  - Active Comprehension Strategies – De Rackeman and Con Van Elst
  - Explicit Instruction – Internal
  - Data Analysis – Peter Townsend
  - You Can Do It – Internal Provider
  - Principal Development utilising QELi with the Appreciative Inquiry Process
  - Junior Secondary Modules, external and internal provider
  - Subject specific KLA Training for Secondaries
  - Disability Awareness QSIIL training
  - Positive Education Profession Certificate @ Melbourne University for Principal
  - Teacher Aid training days including numeracy, IT and reading support.

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

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 84.5% 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/](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.
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

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>90%</td>
<td>91%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>94%</td>
<td>92%</td>
<td>80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>91%</td>
<td>94%</td>
<td>91%</td>
<td>91%</td>
<td>92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>90%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>94%</td>
<td>89%</td>
<td>91%</td>
<td>87%</td>
<td>91%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.
Student attendance distribution

The proportions of students by attendance range.

Attendance Rate:  
- 0% to <85%
- 85% to <90%
- 90% to <95%
- 95% to 100%

<table>
<thead>
<tr>
<th>Year</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>17</td>
<td>15</td>
<td>26</td>
<td>42</td>
</tr>
<tr>
<td>*2013</td>
<td>15</td>
<td>14</td>
<td>29</td>
<td>42</td>
</tr>
<tr>
<td>2012</td>
<td>17</td>
<td>17</td>
<td>28</td>
<td>38</td>
</tr>
</tbody>
</table>

*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 DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

All students are expected to attend all timetabled classes each day.

Explanations are required for all absences. Parents should provide these unless the student is 18 and/or living independently. Notes showing the student’s name and class and the date of and the reason for absence should be given to the class or roll teacher. In the case of phone calls, details are entered on a slip, which then becomes an absentee note. The absence is entered as an explained absence.

The OneSchool roll shows whether or not notes have been received. Notes are filed for reference.

Class Teachers or roll teachers remind students of the need to provide an explanation for all absences, and the procedures to be used. The electronic roll is marked twice a day, once at 8:50 am and the second after lunch break at 1:50 pm by the Class or Form Teacher.

After three (3) days of absence without notification, the Teacher should alert the office to contact parents to ascertain the student’s whereabouts.

When a student accrues three (3) unexplained absences in a Term, a letter will be sent to parents signed by the Principal. There is a three stage process following this step to encourage attendance.

Proactive Strategies – Monthly graphical representation on school attendance on the staff notice board and discussion had at a Management Meeting. Data is also put into the newsletter every 5 weeks

Daily discussion with Secondary students when 100% attendance is identified and positively acknowledged on parade.

Weekly acknowledgement of highest attending Primary classes on Fridays.

Term Certificates for students attaining 100%, 97%, 95% and MEGA cards.

Individual letters sent home to identify where each child sits on the attendance continuum.
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/](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.

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 2014, there were 20 indigenous students in 11 year levels. Attendance for the majority of indigenous students was comparable with that of non-indigenous students. There was a 4.3% difference. Year 4 and 9 had significant differences in the attendance rate.

Our two learning area targets are 20% achieving A’s & B and 85% cohort achieving a C or higher. In attainment, Indigenous achievement in these two areas is as follows; 15.1% A’s & B’s and 67.4% achieving a C or higher.

There was an 18% difference to the whole school in A’s & B’s, and 16.3% difference in students passing.

Early school leavers information

The destinations of young people who left the school following the completion of Year 10 are listed below. The students in 2014 continued the senior phase of learning in a productive setting.

- 44% went onto senior schooling in a state school
- 28% went onto complete a school based traineeship
- 20% went onto senior school in a private school
- 4% went onto a full time apprenticeship
- 4% went onto an agricultural school