

# Mundubbera State School

## Queensland State School Reporting

### 2015 School Annual Report



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## 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) continues to be part of our strategic direction in 2015 and the development of the School as a Registered Training Organisation (RTO) was achieved in December. 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 school's Vision, Values and our Mission statement.

#### 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 and 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 motivated to have a say in the development of their School through their student council. Students are proud to attend Mundubbera State P-10.

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 students engaging in community projects and support groups.

Our Special Education Program supports children with disabilities, in mainstream classes & offline.

This Report aims to present data regarding the School's student and staff profile, the achievements of the School, curriculum offerings, 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 2015

### Literacy: Writing and Reading

- Develop Tracking Protocols focusing on NAPLAN writing criteria. Utilising CQ3S. **COMPLETED**
- Reconfigure school data plan to reflect expectations **ONGOING**
- Priority Staff Meeting every 2 weeks to analyse, mark & re-plan teaching of writing. **EMBEDDED**
- Whole School Writing Plan developed through consultation & support. **ONGOING**
- Dr Anne Drabble professional development on writing, modeling, coaching and support for our writing agenda across the school. **DID NOT COMPLETE**
- Developing Writing Rapid Recall Routine based on the school based observations **ONGOING**
- 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. **COMPLETED**
- Whole staff profiled utilizing internal staff to develop positive behaviour expectations across the school. **COMPLETED**

### Attainment of Levels of Achievement (LOA)

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

### Wellbeing

- Principal to teach 70 minute lesson a week on Positive Education **EMBEDDED**
- Sharing of strengths based education across staff and schools in the cluster **ONGOING**
- Develop meeting protocols that utilise positive psychology research. **ONGOING**
- Utilise Appreciative Inquiry when looking at processes of change and collaboration **ONGOING**
- Lobby Geelong Grammar Personnel to present at North Burnett Cluster day **NOT COMPLETED**
- Develop staff understanding of Positive Psychology Interventions & personal wellbeing **COMPLETED**

## Future outlook

### Writing – Strategies & Actions

Staff meeting time (2/ term, Sem 1) for staff to interrogate their individual data and set targets for particular cohorts and individual students utilising CQ3S

Staff agreement on Regularity or writing, Frequency of Correction, Feedback and Analysis of errors

Implement writing strategies that move knowledge from short term to long term memory.

Facilitate process for internal and external moderation of student writing samples.

Raise student awareness of writing by showcasing student work in the public domain.

Update data plan yearly indicating relevant testing mechanisms and targets.

In-service of staff using the CQ3S data modelling software.

### Numeracy -Strategies & Actions

- Inclusion of Maths specialist to coach, provide feedback and assistance
- Whole school Numeracy Plan completed and enacted
- Partner with Dr Harry Kanasa to complete Longitudinal study of NAPLAN Numeracy improvement
- Profession Development of Nudge Theory for Schools with Dr Gary MacLenna and Ian Mackie. Implement 2 Numeracy pedagogy suggestions into whole school Numeracy agenda
- Implement full school mathematics review- numeracy, curriculum, pedagogy,proficiencies, C2C.
- Provision teacher observation of peers, targeting mathematical fluency teaching.
- Yearly overview of tracking 'Proficiency Strand' attached to whole school plan.
- All mathematics staff complete 'How to Teach Mathematics' modules on the Learning Place.
- Utilise School based data to provide individualised support for all students.
- Raise profile of advanced maths program and move program into primary.
- Publicise 'Maths is Fun' to re-culture perceptions in mathematic Teaching and Learning.
- Increased interaction with P-12 Numeracy indicators
- Provide challenging learning experiences that further develop Maths & Numeracy

### Goals

- 40% students attain an A or B in Maths, 35% English, 45% in Science
- 91% of students attain a C or better in Maths at age specific benchmarks
- 82% of students attain a C or better in English at age specific benchmarks
- 90% of students attain a C or better in Science at age specific benchmarks
- 97% of students attain the NMS in Writing, Numeracy and Reading
- 20% students achieve U2B in Writing and Numeracy
- 95% Yr 3 achieve aspirational sight work targets, 95% Yr 2, 70% Yr 1, 20% of Preps
- 95% Yr 3 achieve Numeracy milestones, 95% Yr 2, 95% Yr 1, 85% of Preps
- 65% of Preps achieve mastery within the SEAPART 5 testing protocols
- 100% of inaugural vocational education students achieve selected qualification

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Early Childhood - Year 10

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	253	131	122	24	93%
2014	242	130	112	20	95%
2015	241	128	113	23	93%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

### Characteristics of the student body:

The School community has been assigned a Low Socio-Economic Index Score of 961. This Index places 40% of our families in the lowest Socio-Economic quartile, 27% in the next quartile, only 23% in the second top quartile, and 11% in the top quartile. 8% of our students were indigenous, and we also have 9% of students of Tongan background.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	17	23
Year 4 – Year 7 Primary	23	22	17
Year 7 Secondary – Year 10	20	18	17
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	22	15	17
Long Suspensions - 6 to 20 days	5	0	0
Exclusions	0	0	2
Cancellations of Enrolment	1	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

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 and Horticulture
- History
- Geography
- Chinese - LOTE
- 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 exceptionally well in the 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 Rural Operations.
- Students engage in daily physical activity as part of our Brain Break, Energise program and our traditional lunchtime calendar of events. In 2015, these included Indoor Hockey, Volleyball, Table Tennis and Touch Tournaments, making full use of the multi-purpose hall and courts.
- 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:*

- Australian Zoo Tour Beerwah
- 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 plus Junior Musical
- Clean up Australia Day
- Boys Club – Year 6

### *Secondary students participate in:*

- 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
- 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.
- Boys Club
- Meals on Wheals

### **How Information and Communication Technologies are used to improve learning**

- Students have access to 2 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.
- The library and most classrooms now have interactive whiteboards and data projectors.
- The library now supports 30 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.
- Lower Primary students access computer Labs once a week during lunch to gain skills in keyboarding and Word functionality.

## Social Climate

- Student Council is a voice for students directly to the School Executive, this includes Junior Secondary Leaders and primary class representatives.
- 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.
- Proactive ongoing programs dealing with bullying, puberty, sexuality, healthy lifestyles, resilience, leadership and relationship building form part of the HRE program 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, 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 11 grade levels, 1/2hour 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.
- 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 (100%) and behaviour is well managed (94%).

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	80%	95%	94%
this is a good school (S2035)	90%	91%	94%
their child likes being at this school (S2001)	90%	95%	94%
their child feels safe at this school (S2002)	95%	95%	100%
their child's learning needs are being met at this school (S2003)	81%	91%	94%
their child is making good progress at this school (S2004)	81%	86%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	71%	90%	94%
teachers at this school motivate their child to learn (S2007)	81%	95%	94%
teachers at this school treat students fairly (S2008)	71%	95%	94%
they can talk to their child's teachers about their concerns (S2009)	95%	91%	100%
this school works with them to support their child's learning (S2010)	85%	77%	94%
this school takes parents' opinions seriously (S2011)	70%	81%	88%
student behaviour is well managed at this school (S2012)	76%	76%	94%
this school looks for ways to improve (S2013)	90%	91%	94%
this school is well maintained (S2014)	95%	95%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	88%	88%	90%
they like being at their school (S2036)	87%	85%	82%
they feel safe at their school (S2037)	92%	87%	92%
their teachers motivate them to learn (S2038)	91%	92%	94%
their teachers expect them to do their best (S2039)	97%	97%	97%
their teachers provide them with useful feedback about their school work (S2040)	91%	92%	96%
teachers treat students fairly at their school (S2041)	78%	80%	80%
they can talk to their teachers about their concerns (S2042)	75%	87%	85%
their school takes students' opinions seriously (S2043)	78%	74%	81%
student behaviour is well managed at their school (S2044)	76%	71%	80%
their school looks for ways to improve (S2045)	89%	89%	90%
their school is well maintained (S2046)	92%	86%	97%
their school gives them opportunities to do interesting things (S2047)	83%	82%	83%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	100%	97%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	93%	97%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	90%	100%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	96%	93%	100%
student behaviour is well managed at their school (S2074)	89%	93%	97%
staff are well supported at their school (S2075)	89%	90%	100%
their school takes staff opinions seriously (S2076)	93%	90%	100%
their school looks for ways to improve (S2077)	96%	97%	100%
their school is well maintained (S2078)	96%	97%	100%
their school gives them opportunities to do interesting things (S2079)	96%	100%	100%

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

### Parent and Community Engagement

In the 2015 School Opinion Survey, overall student outcome satisfaction was high. Student percentage believing that they are getting a good education at school was 90%.

Parent overall satisfaction was high in 2015. The percentage of parents satisfied that their child is getting a good education was 94%.

Overall the staff enjoying teaching at this school was 97% in 2014.

### Reducing the school's environmental footprint

- During 2015, an Air-conditioner Usage Policy was reinforced & 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.
- School was nominated for the Premiers Sustainability Award & attended the function in Brisbane.
- Received a \$5000 Ergon grant to install 150 energy efficient lights in library and motion sensors.
- 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.
- Seven 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.
- A \$5000 grant for a community recycling cage and compactor at school for cans and plastic bottles.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	108,099	1,304
2013-2014	102,548	521
2014-2015	102,261	6,118

\*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.

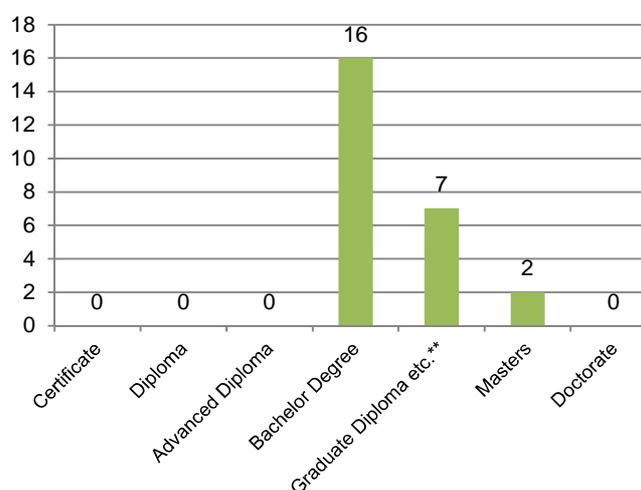
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	24	<5
Full-time equivalents	23	13	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	16
Graduate Diploma etc.**	7
Masters	2
Doctorate	0
<b>Total</b>	<b>25</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 2015 were \$24,732.68

The major professional development initiatives are as follows:

- Reading – Dee Rackeman
- Mathematics Pedagogy Development - Dr Harry Kannassa
- Active Comprehension Strategies – De Rackeman and Con Van Elst
- Explicit Instruction – Internal
- Data Analysis – Peter Townsend
- You Can Do It – Internal Provider
- Junior Secondary Modules , external and internal provider
- Subject specific KLA Training for Secondary Teachers
- RTO training
- Teacher Aid training days including numeracy, IT and reading support.

The proportion of the teaching staff involved in professional development during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	87%	87%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

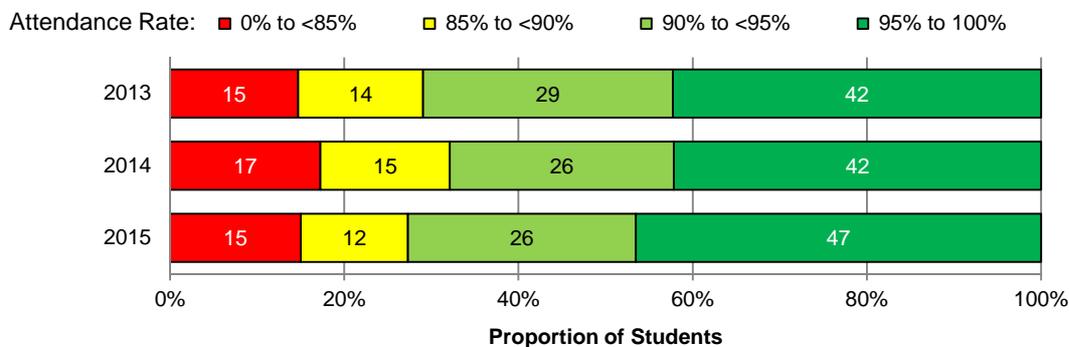
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	92%	93%	92%	93%	93%	91%	94%	91%	91%	92%		
2014	92%	90%	93%	92%	93%	92%	94%	89%	91%	87%	91%		
2015	91%	94%	95%	96%	92%	93%	94%	93%	90%	92%	85%	100%	

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 for students below 85%.

### 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

The destinations of young people who left the school following the completion of Year 10 are listed below.

- 51% went onto senior schooling in a state school
- 05% went onto complete a school based traineeship
- 10% went onto senior school in a private school
- 19% went onto work.
- 15% went onto senior schooling through distance education