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 being explored as an ongoing process.

Our enrolment numbers ensure that students are readily identified by staff and yet curriculum offerings are broad enough to cater to individual needs. A very strong feature of this school is the very close and positive student / teacher relationships. Indeed we are proud of the fact that Mundubbera State School teachers have been often voted the Wide Bay Burnett Region’s Most Popular Teacher. We are also proud that our students are keen to have a say in the development of their school through their student council. Generally students are proud to be students here.

While maintaining strong traditional values which are held as ideals in this rural community and school, we ensure that students are given the opportunities available to 21 century students. Our expectations are such that students should be responsible for their own actions. Our school values the enrolment of our large Tongan student population and is looking to further develop school activities that link to this culture.

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, student achievement and perceptions about the school. Copies of this report are available at the school office and in the parent’s Foyer.

Our 2010 Operational Plan outlined the following priorities and related goals:

**Priority 1: Literacy & Numeracy**

All students were able to demonstrate an Increase in accuracy in use of number facts appropriate to year level by the end of the year and able to demonstrate an increase in accuracy in spelling, grammar and comprehension appropriate to their Year Level by the end of the year.
Priority 2: Curriculum, Teaching & Learning
Campus wide P-10 Maths, English and Science Programs were implemented by the end of Term 1. Further adjustments and work to ensure a consistent approach to implementations across the school continued through the year.

Priority 3: Closing the Gap
The percentage of indigenous students successfully submitting assessment pieces increased by the end of the year.

Priority 4: Social and emotional learning
The number of recorded incidents of non-compliance and anti-social behaviour reduced by the end of the year.

Future outlook
Our 2011 Operational Plan outlines the following priorities and related goals:
Priority 1: Literacy
By the end of the year at least 80% of students will use vocabulary, cohesion, paragraphing, and sentence structure to produce pieces of writing consistent with at least a “C” standard appropriate to their year level.

Priority 2: Numeracy
By the end of the year students will show a 20% improvement across the school in the Numeracy Indicator area with a focus on mathematical language.

Priority 3: Improvement in attendance
Average student attendance will be at least 94% By the end of the year.

Priority 4: Expert Teaching Team
By the end of the year all teachers will have a negotiated Developing Performance Plan

Priority 5 Community Relationship
By the end of this year there will be an increase in the number of parents expressing satisfaction that this is a good school.
School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep to Year 10
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>223</td>
<td>114</td>
<td>109</td>
<td>81%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
The school community has been assigned a low Socio-economic index score of 940. This index places 57% of our families in the lowest Socio-economic quartile, 28% in the next quartile, only 15% in the second top quartile and none in the top quartile. 11% of our students were indigenous and we also had 5% of students of Tongan background.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
<td>100%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>All Classes</td>
<td>14</td>
<td>100%</td>
</tr>
</tbody>
</table>

School Disciplinary

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>36</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>4</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

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 and various community based activities. The school seeks to provide a continuous and seamless program from Primary and Secondary.
The curriculum provides opportunities for every child to achieve in the eight key learning areas of:
- English
- Mathematics (Non-graded Y6-9 groupings)
- Science
- Studies of Society and Environment (SOSE)
- German
- The Arts
- Technology
- Health and Physical Education (HPE)
Our school at a glance

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 commence Year 11 Maths B in conjunction with Burnett State College.
• Planning commenced in 2010 to bring the Year 7 fully into the secondary mode in 2011.
• We operate a strong School-based Apprenticeship and Traineeship program. This connects students with local employees and begins to specifically prepare student for their future working life. In 2010 one of our Year 10s was one of the first Year 10s to gain an electrical apprenticeship.
• Year 9 and 10 students are also offered programs leading to Cert I and II in Agriculture, Business and IT
• Students engage in daily physical activity as part of our Smart Moves program and our traditional lunch time calendar of events. In 2010 these included Indoor Hockey, volleyball, table tennis and pillow fight tournaments to name just a few, making full use of the new multi-purpose Hall
• All Year 10s 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 eg Soccer/Netball Carnival, district Rugby League and Australian Rules
• Arts Council presentations
• Mundubbera Show Events & displays
• Community Events such as ANZAC Day Ceremony, Bats and Bulls, Pet show
• University of NSW Competitions (Computer Studies, Science, Maths and English)
• Under 8s Week Activities
• Musical Gala
• Carols Night
• Choir competitions
• Band Tour
• Active After School Activities operate three days a week from 3.00-5.00pm. Students engage in a variety of physical activities ranging from netball to gymnastics.

Secondary students participate in:

• Ski trip
• Arts Trip to Brisbane
• Quarterly Junior Sports days along with other secondary students in the North Burnett area
• Camping program (y10 – Environmental Studies camp at North Stradbroke, Y7-8 Entry Program Camp at Bundaberg)
• QAMT Maths Y8 Competition
• Maths Team Challenge
• Technology challenge involving the CO2 racers and the Human Powered Vehicle endurance race
• Lunchtime Sports program (Volleyball, Table Tennis, Dodgeball, Indoor Hockey, ....)
Our school at a glance

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

How Information and Communication Technologies are used to assist learning

• Computer technology is integrated in all subject areas of the curriculum.
• 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 connectability as needs arise.
• Secondary students have access to Cert II in Information Technology and Business through Charters Towers SDE.
• The library houses an interactive whiteboard and planning is advanced for equipping all classrooms with interactive projectors.

Social climate

• An active Student Council provides:
  o A voice for students directly to school executive
  o Support for Institute of Children’s Research
  o Recreation events such as discos each term
• Staff from the school’s SEP support an inclusion program throughout the school.
• Our students received valuable support services from staff from Queensland Health, Queensland 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 Students of the Week and Month, Secondary Mega Cards and the Principal’s Award for Excellence.
• In The school Opinion Survey, 86% of parents believed that their students were happy to come to this school while only 15% of primary students and 10% of secondary students said they were not happy.
• 86.5% of parents felt their children felt safe at school and while only 15.1% of primary students and only 15.1% of primary students and 6% of secondary students said they didn’t feel safe at school.
• Only 16% of secondary students and 15% of primary students felt unfairly treated. These results were the same as or better than both state and like-school data.

Parent, student and teacher satisfaction with the school

On the 2010 School Opinion Survey, overall student and staff satisfaction was similar to the state and like school data and was an improvement over 2009. The overall parent satisfaction was also higher in 2010 than in 2009 and statistically similar to both State and like school data.
### Our school at a glance

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>77%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>59%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>68%</td>
</tr>
</tbody>
</table>

### 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 each of these reporting periods.
- 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 that supports the school with fundraising through a biennial Fete and Variety Night. It also runs a 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 and Training Plan.

### Reducing the school’s environmental footprint

- During 2010 the school had 5 new tanks installed which would save a further 125,000 litres of rainwater.
- An air-conditioner usage policy was reinforced and a student council “E Day” publicised energy-saving methods.
- Recycling of Garage was promoted through the school.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity KwH</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$30,116</td>
<td>$23,089</td>
<td>$1,781</td>
<td>$337</td>
<td>$4,909</td>
<td>$0</td>
<td>$0</td>
<td>119,796</td>
<td>3,409</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$27,558</td>
<td>$19,626</td>
<td>$0</td>
<td>$0</td>
<td>$5,978</td>
<td>$0</td>
<td>$1,954</td>
<td>117,555</td>
<td>4,958</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>9%</td>
<td>18%</td>
<td>N/A</td>
<td>N/A</td>
<td>-18%</td>
<td>N/A</td>
<td>-100%</td>
<td>2%</td>
<td>-31%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>29</td>
<td>22</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25</td>
<td>11</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>24</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $21354.

The major professional development initiatives are as follows:

- Literacy development
- Social-emotional learning – You Can Do It!
- Curriculum implementation
- Non-violent

The involvement of the teaching staff in professional development activities during 2010 was 82.8%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 89% of staff were retained by the school for the entire 2010 school year.
**Key student outcomes**

**Attendance**

<table>
<thead>
<tr>
<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>91%</td>
<td>93%</td>
<td>92%</td>
<td>89%</td>
<td>90%</td>
<td>93%</td>
<td>93%</td>
<td>89%</td>
<td>93%</td>
<td>91%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The average attendance rate for the whole school as a percentage in 2010 was 91%.

**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.

- 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 SMS/OneSchool roll shows whether or not notes have been received. Notes are filed for reference.
- Class teachers or roll teachers are asked to remind students of the need to provide an explanation for all absences, and the procedures to be used.
- 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. This will occur on Tuesdays each week.
- There is a three stage process following this step to encourage attendance.

**Achievement – Years 3, 5, 7, and 9**

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 MySchool website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/)

To access our NAPLAN results, click on the MySchool 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 2010 there were 21 indigenous students in 8 of our 11 year levels. The largest numbers of students were 4 in each of year 5 and year 10. Attendance for the majority of indigenous student was comparable with that of non-indigenous children, except in the case of two students from one family with children in Years 6 and 10 enrolled in the school and continued pattern of absence from previous schools. They did not stay long but affected the general data. In attainment indigenous achievement at Year 3 improves along with non-indigenous achievement in Reading, Writing and Numeracy. The ‘gap’ lessened over the three years and was much smaller in Writing.

### Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>9</td>
<td>-</td>
</tr>
</tbody>
</table>
Following the completion of Year 10, all of the 22 students in 2010 continued the senior phase of learning in a productive setting. 78% went onto senior schooling in another setting and 18% are in employment.