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 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.

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 be students here.

Our School maintains strong traditional values shown by the schools link to the town centenary this year and the planning going into the school centenary in 2013. We ensure that students are also given the opportunities available to 21 century students. These include the interaction with the newest technologies to help promote creativity and interest in future technology.

Our expectations 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, 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 2011

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. 8 out of the 11 year levels achieved 80% of students achieving a “C” standard appropriate to their 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. Improvement in achievement of A’s from 6.4% to 11.6% and slight improvement from 78.7% “C” or above to 79.4% “C” or above.

Priority 3: Improvement in attendance
Average student attendance will be at least 94% By the end of the year. The student attendance in 2011 was 90.3%

Priority 4: Expert Teaching Team
By the end of the year all teachers will have a negotiated Developing Performance Plan. This Priority was achieved in 2011.

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. This decreased from 77% to 70%.

Future outlook

Improvement
• Implementation of whole school Literacy Plan focusing on Reading, priority areas: Comprehension
  By the end of the 2012, 90% of students will achieve “C” standard and 20% will achieve an “A” standard in English KLA.
  • Development of school based pedagogical framework.
  All staff will have a good base knowledge of the Fleming Model of Explicit instruction, preparing for full implementation in 2013.
• Community Relationships
  Development of positive culture of increased number of parents into the school, measured by parental numbers at parent teacher evenings and other school based events.
• Develop Expert Teaching Teams
  All teachers will have a negotiated Developing Performance Plan that is a working document that drives individual and school based professional goals
• Improvement in Attendance through Social and Emotional Development
  Average student attendance will be at least 92.3% by the end of the year. Indigenous gap will decrease and attendance will be the same as whole school cohort.
• Use of ICT in curriculum delivery & communication efficiencies
  Outline the key areas for improvement as defined in the School Implementation Plan for 2012.
  Identification and utilization of proven ICT practices into the classroom.
Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered: **Prep - 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 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>228</td>
<td>117</td>
<td>111</td>
<td>84%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The school community has been assigned a low Socio-economic index score of 963. This index places 42% of our families in the lowest Socio-economic quartile, 16% in the next quartile, only 25% in the second top quartile and 16 in the top quartile. 10% 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 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.6</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>12.7</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>N/A</td>
</tr>
<tr>
<td>All Classes</td>
<td>12.9</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<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>22</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>1</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

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)

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.
- The Year 7 cohort fully integrated 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.
- 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 2011 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 10’s 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 8’s Week Activities
- Musical Gala
- Carols Night

2011 School Annual Report
Queensland Government
Our school at a glance

• 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, 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 and most classrooms now have interactive whiteboards and data projectors

Social climate

• An active Student Council provides:
  • A voice for students directly to school executive
  • Support for Institute of Children’s Research
  • 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
Our school at a glance

Primary Students of the Week and Month, Secondary Mega Cards and the Principal’s Award for Excellence.

Across the 11 grade levels 1 hour a week is devoted to the social well-being program “You Can Do It” these are also traits that 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 informed. We have support structures in place to have the other adults available other than teachers and admin to discuss issues with students as the need arises such as Youth Support Officer, School Based Youth Health Nurse and Guidance Officer.

Parent, student and teacher satisfaction with the school

On the 2011 School Opinion Survey, overall student outcome satisfaction was higher in the primary and the secondary areas of the school. Parent overall satisfaction that their student’s outcomes are positive was significantly higher in 2011. Staff overall satisfaction was lower in 2011 in 7 of the 8 indicators.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>81%</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>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>83%</td>
</tr>
</tbody>
</table>

DW – Data withheld

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

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

During 2011 the school

An air-conditioner usage policy was reinforced and a student council “E Day” publicised energy-saving methods.

Recycling of Garbage was promoted through the school.

Paper and printer usage was monitored and cutback policies developed.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>108,825</td>
<td>1,106</td>
</tr>
<tr>
<td>2010</td>
<td>119,796</td>
<td>3,409</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-9%</td>
<td>-68%</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>30</td>
<td>24</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>26</td>
<td>12</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all

<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>Doctorate</td>
<td>23</td>
</tr>
<tr>
<td>Masters</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>23</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were $18,700. The major professional development initiatives in addition to the above were:

- Literacy Development – Reading Comprehension,
- Numeracy Development
- Subject Specific KLA directed by QSA
- ACARA – Australian Curriculum roll out of English, Maths and Science

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2011 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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>88</td>
<td>92</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>85</td>
<td>87</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

[Attendance Distribution Chart]

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 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 8.50am and the second after lunch break at 1.50pm by the class or form teacher.

• After three (3) days of absence without notification, the Teacher should alert the office to contact parents.
Performance of our students

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 – Weekly graphical representation on the school actual vs goals on staff notice board

Daily discussion with secondary students when 100% attendance is identified.
Weekly acknowledgement of highest attending primary classes on parade.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector

Government

Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

In 2011 there were 28 indigenous students in 11 year levels. Attendance for the majority of indigenous student was comparable with that of non-indigenous children. There was a 3% difference. Year 2, 3 and 7 had significant differences in the attendance rate. Our two goal areas, 20% achieving A’s and 90% cohort achieving a C or higher. In attainment, indigenous achievement in these two areas were 4% A’s and 79% achieving a C or higher. There was 9.2% difference to Whole school in A’s and 13% difference in students passing. There is no significant difference between retainment for non-indigenous and indigenous.

Early leavers information

The destinations of young people who left the school in Years 10.

Following the completion of Year 10, all of the 13 students in 2011 continued the senior phase of learning in a productive setting. 84% went onto senior schooling in another setting and 16% are completing apprenticeships.