

Mudgeeraba State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

The purpose of the School Annual Report (SAR) is to provide information to the community about the progress and achievements of our school over the past 12 months. The SAR outlines aspects such as staff profile, student profile, NAPLAN results, school opinion survey results and achievements in delivering our Annual Implementation Goals.

School progress towards its goals in 2015

In 2015, Mudgeeraba State School worked towards finalising the objectives of the 2012-2015 School Strategic Plan whilst undertaking a full school review towards the development of a new 2016-2019 School Strategic Plan. The objectives of the 2012-2015 School Strategic Plan included:

- **High Yield Teaching Practices:** Teachers enhancing their repertoires of professional practice to maximise learning outcomes for the range of students in their class, based on the characteristics of Great Teachers, Collegial Coaching, Gradual Release of Responsibility, Student Feedback, SMART Learning Goals and Visible Learning.
- **Explicit Instruction:** Scaffolded teaching and learning through Shared, Modelled, Guided and Independent practices.
- **Effective Integration of ICTs:** Improved Wi-Fi infrastructure, procurement of portable devices including iPads and laptops, and enhancing the repertoire and opportunities for integrated teaching and learning 24/7.

The school improvement agenda is purposefully focussed on staff pedagogy (teaching practice), as the focus for school improvement. It is recognised and celebrated that Mudgeeraba State School has committed staff who 'go the extra mile', and that highly effective teaching practices lead to improved student learning outcomes.

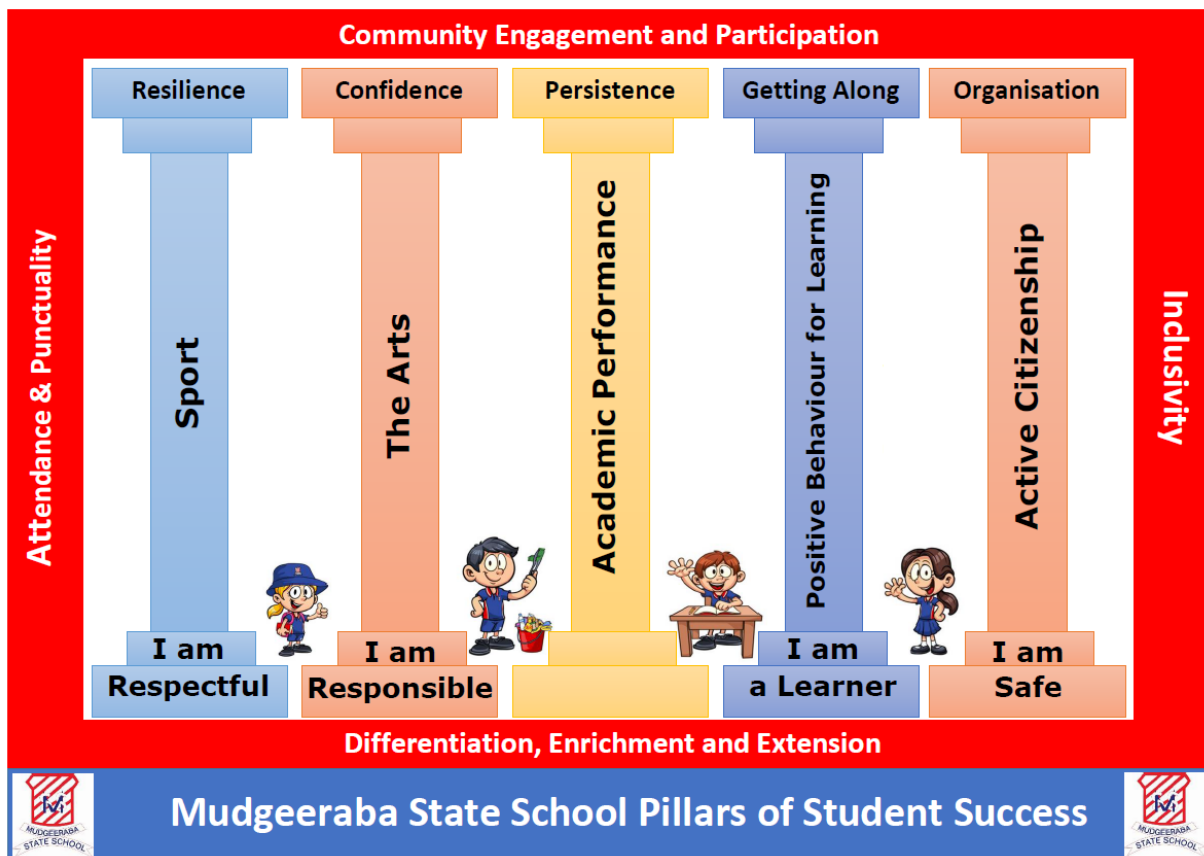
Our achievements towards best practice will remain an ongoing focus in 2016, as we continue to reflect, refine and work towards expert proficiency in all areas.

Future outlook

The key areas of focus coming from the 2015 School Review and outlined in the 2016-2019 School Strategic Plan are outlined as follows and encompassed holistically in the accompanying image:

1. Enhancing pillars for student success through enrichment and extension. School Opinion Survey confidence at or above like schools, NAPLAN Upper Two Bands (U2B) performance at or above like schools, A-E Report Card data >80% at C or above, attendance at or above State mean.
2. Developing staff data literacy - implementation, innovation and impact (AITSL. 2014. Disciplined Collaboration in Professional Learning) towards self-disciplined collaborative teams, responsive to student needs and enacting evidence based initiatives towards achievement.

3. Implementation of *Signature Strategies* to drive U2B performance, Literacy and Numeracy.



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	909	442	467	36	96%
2014	925	440	485	33	96%
2015	890	433	457	34	96%

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.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

The students at Mudgeeraba come from predominantly middle class backgrounds with the Index of Community Socio-Educational Advantage indicating the following:

Distribution of students²

	Bottom quarter		Middle quarters		Top quarter
School Distribution	16%	32%	31%	21%	
Australian Distribution	25%	25%	25%	25%	

Percentages are rounded and may not add to 100

In 2015 Mudgeeraba continued to implement an Enrolment Management Plan (EMP) due to significant growth in student numbers over recent years. In effect, only students who reside within the school's enrolment catchment will be enrolled at our school to assist maintain numbers around 900 students. Only where a vacancy exists, which will not impact on the future enrolment capacity of the school, will an out of catchment enrolment be taken.

Mudgeeraba has a proud tradition of providing an inclusive education, celebrating a diverse student population including students identified with a disability, students from indigenous backgrounds, students with English as their second language and students in care.

Students new to our school are made to feel very welcome and readily adjust to the positive and supportive culture that is evident in the school. The vast majority of the parents whose children attend Mudgeeraba State School value education and readily support the school in its endeavours to grow their academic, social and emotional skills.

Our students readily follow our four behavioural expectations on a daily basis – I am safe, I am respectful, I am responsible and I am a learner. This enables us to have classroom environments that are conducive to learning and a school environment that is disciplined and supportive of the range of students enrolled at the school.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	21	21
Year 4 – Year 6 Primary	25	23	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	8	34	29
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	1
Cancellations of Enrolment	0	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

Throughout 2015 our school continued to deliver the Australian Curriculum and a breadth of additional programs to support our students. These programs were implemented to enable them to grow academically, socially, emotionally, physically and culturally. In 2015 these opportunities included:

- Classroom-based literacy programs which focus on providing students with core skills in reading and viewing, writing and design and speaking and listening.
- Classroom-based numeracy programs which focus on the development of mental maths skills, knowledge and understanding of mathematical concepts, problem solving and investigation skills and the ability to articulate mathematical learning.
- Spotlight on Science program offering hands-on, investigative Science activities.
- Enhanced Arts program with all students experiencing learning opportunities in dance, drama, music and the visual arts throughout each year.
- Innovative curriculum framework which aligns to the National Curriculum and the appropriate elements of the Queensland Curriculum, Assessment and Reporting Framework.
- Explicit teaching of the school's behavioural expectations rules which provides the context for a safe, disciplined and more supportive school environment characterised through our four school-wide expectations – I am safe, I am responsible, I am respectful and I am a learner.
- Whole-of-school, on-site swimming program.
- Extension learning programs which include Maths, Science, writing, thinking, ICT, student leadership, sport, dance, drama, visual arts and choral groups.
- Intervention programs which plan for the differentiated needs of students, with a particular focus on providing early and ongoing intervention in literacy and numeracy. These programs are delivered in classrooms and align very closely to the core curriculum for that class.
- Extensive use of ICTs which are integrated into classroom learning programs.

Extra curricula activities

A broad range of co-curricular learning opportunities are also offered to students at Mudgeeraba. In 2015 these included:

- Japanese Homestay program – Year 6 are provided with the opportunity to visit Japan during the September school holidays as part of a sister city arrangement with Hasuda City, Japan. This opportunity is currently offered every year, with students from Hasuda also visiting Mudgeeraba.
- Friday Challenges – an opportunity for students from Prep to Year 3 to develop skills in areas of passion or interest in academic, sporting and cultural pursuits – these included cooking, literature appreciation, art activities, drama, sport activities, ICTs, dance and music.
- Inter-school Sports Program, offered to all students from Year 4 to Year 6, including such sports as Rugby League, Soccer, Netball, Cricket, Touch Football and Basketball.
- Extension Arts program offered to students who demonstrate particular talents in dance, drama, visual arts and music.
- Instrumental music, strings and vocal group programs which provide students with numerous opportunities to demonstrate their talents to a variety of audiences including our end-of-year Gala Evening, Grandparents' Day, ANZAC Service and the Gold Coast Eisteddfod.
- Academic challenges which included the Opti-minds challenge, University of NSW academic competitions and debating.
- Extensive student leadership program which provides opportunities for our Year 6 students.
- Classroom leaders' program for students across the school.
- School camping program for students in Years 3-6.
- Strengthening our links to Robina High School with participation in the League for Life program, visits to the Japanese immersion program, learning programs for academically able students and participation in the annual Futsal competition;
- Whole-of-school speaking competition where children are challenged to produce a quality oral presentation to a particular genre.
- Mudgee's Got Talent competition where students can display their individual talents in an aspect of the Arts.

How Information and Communication Technologies are used to improve learning

We believe that Information and Communication Technologies (ICTs) are utilised commonly across all areas of our lives and as such maintain a similar philosophy with schooling. ICTs are not seen as an additional subject area, instead we integrate and utilise ICTs in the way we learn and teach. Specific skills to enable students to utilise ICTs targeting the use of interactive devices such as iPads, laptops and whiteboards are commonly used for learning at our school are integrated in our teaching practice. When planning units of work across all curriculum areas, teachers provide ICTs as tools to enable personalised learning for students.

Social Climate

Mudgeeraba State School has developed a culture that is disciplined, inclusive and supportive. We are recognised in the broader community for providing safe and supportive classroom and playground environments. Students, new to the school, are welcomed and fit in very easily to our routines and expectations. Teachers maintain classroom environments that are child-centred and supportive of the social and emotional development of their students.

During 2015 we continued the implementation of Positive Behaviour for Learning (PBL), formerly called School-wide Positive Behaviour Support Program (SWPBS). This research-based program provides a specific focus on developing and maintaining a school environment that is safe, supportive and inclusive of all students. This program is directly linked to the school's behaviour management program with the school's expectations having strong links to our school expectations. We have a rule of the week which is taught in all classrooms and is reinforced through our Celebration Assemblies. It is expected that all students at Mudgeeraba know our school's expectations, can provide examples of school rules linked to these expectations and continually model our expectations in all school settings.

Our school holds Celebration Assemblies each month to recognise student achievement. At these assemblies we present Mudgee of the Month awards to students who represent our four school expectations in their everyday behaviour. At senior and junior assemblies students are recognised with positive behaviour awards. Students can earn positive behaviour awards in class and are able to trade these for rewards at playtime. A raffle draw is also held at each assembly with the winners having morning tea with the Principal or one of the Deputy Principals.

Our school opinion survey data in 2015 indicated that the vast majority of students feel that Mudgeeraba provides a safe school environment, that they are treated fairly at the school and that they are happy to go to this school.

Opinion survey data for parents indicated strong support for our school's behaviour management of children. The majority of parents surveyed also indicated that they feel their children are treated fairly and that they are safe while they are at school.

School staff also indicates that this is a safe place in which to work and that the school provides a supportive environment in which students can learn.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	95%	89%
this is a good school (S2035)	100%	100%	97%
their child likes being at this school (S2001)	96%	98%	94%
their child feels safe at this school (S2002)	100%	98%	100%
their child's learning needs are being met at this school (S2003)	100%	95%	89%
their child is making good progress at this school (S2004)	100%	94%	86%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	92%	80%
teachers at this school motivate their child to learn (S2007)	96%	94%	89%
teachers at this school treat students fairly (S2008)	100%	90%	89%
they can talk to their child's teachers about their concerns (S2009)	100%	92%	91%
this school works with them to support their child's learning (S2010)	100%	95%	89%
this school takes parents' opinions seriously (S2011)	91%	92%	91%
student behaviour is well managed at this school (S2012)	92%	90%	91%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school looks for ways to improve (S2013)	100%	98%	94%
this school is well maintained (S2014)	100%	95%	91%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	99%	99%
they like being at their school (S2036)	97%	97%	98%
they feel safe at their school (S2037)	97%	95%	94%
their teachers motivate them to learn (S2038)	99%	97%	98%
their teachers expect them to do their best (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	92%	95%	96%
teachers treat students fairly at their school (S2041)	89%	91%	94%
they can talk to their teachers about their concerns (S2042)	95%	88%	92%
their school takes students' opinions seriously (S2043)	91%	93%	91%
student behaviour is well managed at their school (S2044)	90%	89%	91%
their school looks for ways to improve (S2045)	95%	98%	97%
their school is well maintained (S2046)	99%	97%	92%
their school gives them opportunities to do interesting things (S2047)	96%	96%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	97%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	96%	92%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	79%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96%	100%	100%
student behaviour is well managed at their school (S2074)	96%	100%	94%
staff are well supported at their school (S2075)	91%	96%	94%
their school takes staff opinions seriously (S2076)	96%	100%	91%
their school looks for ways to improve (S2077)	100%	100%	97%
their school is well maintained (S2078)	91%	100%	89%
their school gives them opportunities to do interesting things (S2079)	96%	100%	89%

'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

It is our belief that being a strong partner in their children's education is one of the greatest gifts a parent can give their child. At Mudgeeraba during 2015 we again provided parents with a vast number of opportunities to be involved in the life of our school and in their children's education. These opportunities included:

- Providing critical feedback to the school's leadership team on a range of issues throughout the year.
- Providing support to classroom teachers with reading, making resources, supporting groups of students with their learning needs.
- Attending parent information sessions with class teachers to help understand and support classroom expectations.
- Attending classroom learning celebrations where students have opportunities to share their learning experiences and understanding of their learning with family members.
- Attending our school's excursion programs to assist with student supervision.
- Attending whole-of-school Celebration Assemblies where many students are recognised with Mudgee of the Month awards, Principal's Pins recognising academic excellence, Principal's Awards recognising academic improvement and positive behaviour awards.
- Attending fortnightly junior and senior school assemblies and special events (Easter Parade, Book Week and Under 8's Week activities).
- Attending annually conducted events such as Spring Fair, Anzac Service, Grandparents' Day, Gala Evening, Opti-minds Challenge, Pet Parade and other school activities.
- Providing support for our school's resource maintenance program.
- Participating in parent education programs.
- Assisting with our intervention programs by providing support for students with learning needs.
- Organising fundraising activities for the school.
- Participating in activities organised by the P&C association.
- Understanding how their child/ren are performing at school by engaging with teachers in parent-teacher interviews.
- Engaging as valued stakeholders in the development of individual plans for students with a disability, in out of home care and with intensive behavior needs.
- Supporting our school's uniform policy.

Reducing the school's environmental footprint

Each year all classes engage in learning activities relating to how individuals and groups of people can have a positive impact on their environment. Students engage in a variety of real-life and life-like learning activities which enhance their knowledge and active citizenship in this area of global importance.

Environmental activities our school engaged in during the 2015 school year included Active School Travel, composting, paper recycling and litter prevention initiatives.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	223,497	6,934
2013-2014	234,759	6,781
2014-2015	214,990	11,823

*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.

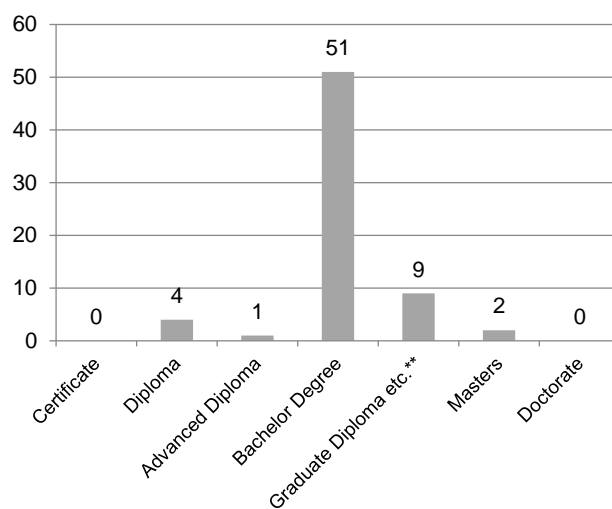
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	67	36	<5
Full-time equivalents	51	21	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	1
Bachelor Degree	51
Graduate Diploma etc.**	9
Masters	2
Doctorate	0
Total	67



*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 \$36 049.

The major professional development initiatives are as follows:

- Strong engagement with National Curriculum documentation in English, Maths, Science, History and Geography.
- Engagement with Curriculum into the Classroom materials to assist implementation of the National Curriculum.
- Undertaking professional learning activities to improve practices in the teaching of Mathematics and Reading.
- Undertaking moderations processes in year level teams on a termly basis.
- Co-operatively planning curriculum units for English, Maths and Science in year level teams assisted by the head of Curriculum.
- Engaging in collegial coaching processes with professional peers.
- Engaging with school leaders in supervision and professional development discussions.
- Undertaking to complete a Personal Learning Plan.

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	91%	94%

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 Primary schools was 93%.

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	93%	93%	92%	94%	94%	93%	90%	93%					
2014	93%	92%	94%	94%	94%	95%	93%	91%					

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

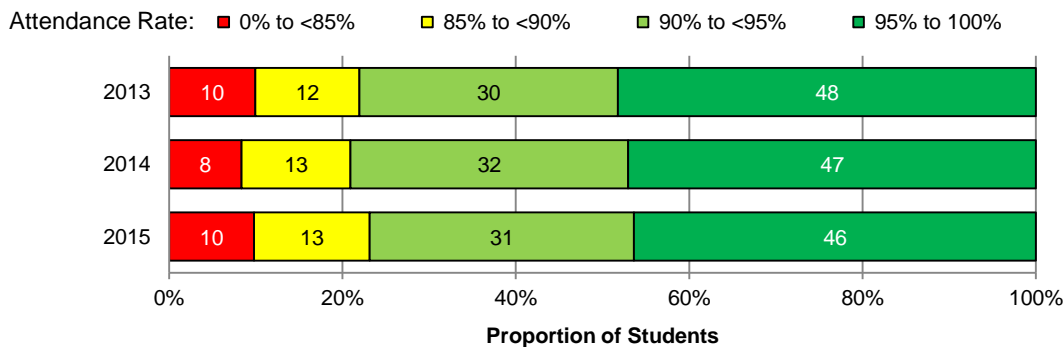
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	92%	93%	93%	91%	94%	93%						

*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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Mudgeeraba class rolls are marked twice daily. Student absences, late arrivals and early departures are recorded in OneSchool. This data is monitored by administration staff and classroom teachers. If absence patterns are determined or a number of unexplained absences occur contact is made with parents or carers in an endeavour to improve student attendance.

At Mudgeeraba, we believe that a disciplined, supportive and engaging learning environment assists in maximising student attendance.

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

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.