



Mudgeeraba State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Mudgeeraba State School has a very proud history dating back to the late 19th century. During this time we have developed many strong traditions. Our school is noted in the wider education community for achieving positive learning outcomes for all students, our safe and supportive environment, the inclusive nature of our teaching and learning programs, our experienced and professional staff, the broad range of learning opportunities offered to students, our excellent facilities and resources and our futures-oriented curriculum. These traditions are firmly embedded into the culture of our school. We are confident that our students will be able to contribute effectively to the future society that they will live in. In all that we do, we aspire to be 'Simply the Best'.

Principal's Forward

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 2016

In 2016, Mudgeeraba State School began implementation of our new Strategic Plan 2016-2019 including:

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.

Of significant success was that our NAPLAN results met performance expectations in twenty-eight of thirty areas, our A-C academic report data met or exceeded targets in forty-three out of fifty reportable areas and overall attendance exceeded the State mean.

Currently we hold two of the three local speaking competition trophies, were finalists in the Regional STEM: Science, Technology, Engineering and Mathematics Cup and hold Honours and Spirit Awards in the creative problem solving competition, Optiminds. We are District Champions for Netball, Cluster Girls champions for Futsal and finalists in Rugby League and Soccer.

These results reflect our success implementing evidence based Signature Strategies in the key areas of English and Mathematics, and across a variety of academic, sporting, artistic, behavioural and citizenship pillars, enabling students to be successful.

Future Outlook

The key area of focus in 2017 continues to be the implementation and development of the goals of the 2016-2019 School Strategic Plan (listed above) with particular focus on strategies to support Reading and Writing. A renewed focus on Positive Behaviour for Learning, particularly to concept of 'upstanders' will be implemented in response to opinion data.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	925	440	485	33	96%
2015*	890	433	457	34	96%
2016	840	412	428	31	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 2016, 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>).

In 2016 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 below 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.

Characteristics of the Student Body

Overview

Mudgeeraba has a proud tradition of providing an inclusive education, celebrating a diverse student population including students identified with a disability (4%), students from indigenous backgrounds (4%), students with English as their second language (<1%) and students in out of home care. The students at Mudgeeraba come from predominantly middle class backgrounds.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	22
Year 4 – Year 7	23	27	27
Year 8 – Year 10			
Year 11 – Year 12			

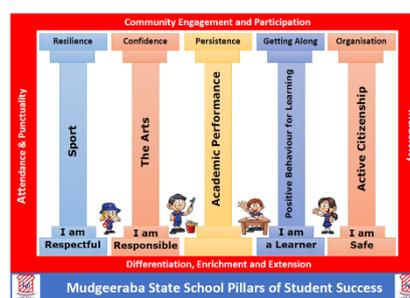
*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Throughout 2016 our school continued to deliver the Australian Curriculum and a breadth of additional programs to support our students. Of significant note is our:

- Extension offerings in Science, Technology, Engineering and Maths (STEM).
- Specialised delivery of Dance, Drama, Music and Visual Arts.
- Weekly interschool sport participation for Years 4-6 students and the teaching of learn to swim in Terms 1 and 4 for all students.
- Explicit teaching of Positive Behaviour for Learning.



Co-curricular Activities

As outlined in our Strategic Plan, our school is focused on providing opportunities for student success across academic, sporting, artistic, behavioural and citizenship pillars. In 2016 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 pursuit.
- Interschool 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: providing 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: including Spelling, Number and Speaking competitions, Optiminds challenge, University of NSW academic competitions, debating and STEM Cup.
- Extensive student leadership program.
- School camping program for students in Years 3-6.
- Partnership and extension opportunities with Robina High School to challenge our high performers.
- Whole-of-school Speaking, Number and Spelling competitions.
- 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 Assist Learning

Mudgeeraba State School is preparing students for the future with teachers actively using interactive whiteboards, touch screen panels, iPads, laptops, online programs, robotics and many more traditional and contemporary techniques to assist student learning. Students across our school have access to school owned iPads and laptops to assist learning, with iPads the preferred platform from Prep to Year 3 and laptops predominantly used across Years 3 to 6.

Social Climate

Overview

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 2016 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. A raffle draw is also held at each assembly with the winners having morning tea with the Principal or one of the Deputy Principals.

School opinion on the whole continues to remain positive with a renewed focus on Positive Behaviour for Learning, particularly to concept of 'upstanders' being implemented in response to Student Opinion Data.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	89%	94%
this is a good school (S2035)	100%	97%	96%
their child likes being at this school* (S2001)	98%	94%	98%
their child feels safe at this school* (S2002)	98%	100%	96%
their child's learning needs are being met at this school* (S2003)	95%	89%	92%
their child is making good progress at this school* (S2004)	94%	86%	91%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	80%	87%
teachers at this school motivate their child to learn* (S2007)	94%	89%	92%
teachers at this school treat students fairly* (S2008)	90%	89%	86%
they can talk to their child's teachers about their concerns* (S2009)	92%	91%	96%
this school works with them to support their child's learning* (S2010)	95%	89%	91%
this school takes parents' opinions seriously* (S2011)	92%	91%	92%
student behaviour is well managed at this school* (S2012)	90%	91%	87%
this school looks for ways to improve* (S2013)	98%	94%	92%
this school is well maintained* (S2014)	95%	91%	79%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	99%	89%
they like being at their school* (S2036)	97%	98%	93%
they feel safe at their school* (S2037)	95%	94%	90%
their teachers motivate them to learn* (S2038)	97%	98%	94%
their teachers expect them to do their best* (S2039)	99%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	96%	92%
teachers treat students fairly at their school* (S2041)	91%	94%	86%
they can talk to their teachers about their concerns* (S2042)	88%	92%	78%
their school takes students' opinions seriously* (S2043)	93%	91%	79%
student behaviour is well managed at their school* (S2044)	89%	91%	73%
their school looks for ways to improve* (S2045)	98%	97%	91%
their school is well maintained* (S2046)	97%	92%	91%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	97%	98%
they feel that their school is a safe place in which to work (S2070)	100%	97%	96%
they receive useful feedback about their work at their school (S2071)	92%	92%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	79%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	96%
student behaviour is well managed at their school (S2074)	100%	94%	91%
staff are well supported at their school (S2075)	96%	94%	93%
their school takes staff opinions seriously (S2076)	100%	91%	94%
their school looks for ways to improve (S2077)	100%	97%	98%
their school is well maintained (S2078)	100%	89%	91%
their school gives them opportunities to do interesting things (S2079)	100%	89%	91%

* Nationally agreed student and parent/caregiver items

'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 a widely held opinion that Mudgeeraba State School is well supported by our community and that the partnership with our parents is the special ingredient that makes our school great. Throughout 2016 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 feedback to the school's leadership team on a range of issues throughout the year.
- Providing support to 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 learning celebrations where students have opportunities to share their learning experiences
- 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.
- Attending annually conducted events such as Spring Fair, ANZAC Services, Grandparents' Day, Gala Evening, Optiminds 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.

Respectful relationships programs

Our school recognises that appropriate, respectful and healthy relationships are developed through explicit teaching embedded within our Positive Behaviour for Learning approach. Students engage weekly in a lesson of the week focusing on a range of respectful, responsible, learning and safety expectations. Additionally our students engage in human relationship education, drug and alcohol education, protective behaviours education and cybersafety education programs throughout the year including:

- Life Education
- Bravehearts
- Daniel Morcombe Foundation
- Religious Education
- Queensland Police Cyber Safe program

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	34	29	27
Long Suspensions – 6 to 20 days	0	0	1
Exclusions	0	1	2
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.

Environmental Footprint

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. In 2016 the school replaced all taps and bubblers with automatic shut off 'push button' handles, significantly reducing the school's water usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	234,759	6,781
2014-2015	214,990	11,823
2015-2016	244,856	3,748

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	69	34	<5
Full-time Equivalents	53	21	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	10
Bachelor degree	53
Diploma	4
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$66 514.

The major professional development initiatives are as follows:

- Undertaking professional learning activities to improve practices in the teaching of Reading, Writing and Spelling.
- Undertaking moderation 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 processes with peers.
- Engaging with school leaders in supervision and professional development discussions.
- Undertaking to complete a Professional Learning Plan.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

As reported earlier in this report, 2016 was a hugely successful year with our:

- NAPLAN results meeting or exceeding performance targets in twenty-eight of thirty areas.
- A-C Report Card data meeting or exceeding targets in forty-three out of fifty reportable areas.
- Overall attendance exceeding the State mean.

Additionally our students also achieved across a number of pillars:

- Champions in two of the three divisions of the cluster speaking competition.
- Finalists in the Regional STEM: Science, Technology, Engineering and Mathematics Cup
- Honours and Spirit Awards recipients in the creative problem solving competition Optiminds.
- District Champions for Netball, Cluster Girls champions for Futsal and finalists in Rugby League and Soccer.

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	94%	92%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

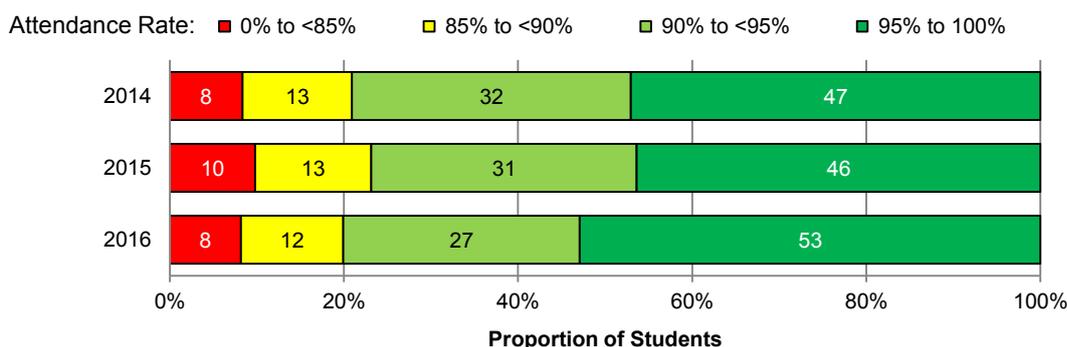
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	92%	94%	94%	94%	95%	93%	91%					
2015	94%	92%	93%	93%	91%	94%	93%						
2016	94%	94%	94%	94%	94%	91%	94%						

*Attendance rates effectively count 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. Our school uses same day text messaging to notify parents of unexplained absences and to request an explanation for non-attendance. This data is monitored by administration staff and classroom teachers. If a pattern of absenteeism is identified, contact is made with parents or carers in an endeavour to improve student attendance. Where absenteeism continues, the school will initiate procedures to enforce attendance as per the procedure referenced above.

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

NAPLAN

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 states '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.