Principal’s foreword

Introduction

This School Annual Report celebrates the achievements of our school during the 2011 school year, contains comprehensive information on our school’s curriculum offerings and operations and provides extensive data on our students’ achievements across a range of learning areas over this time. This report also provides commentary on the challenges our school is addressing in order to continually improve the outcomes our students are achieving.

School progress towards its goals in 2012

During 2012 we continued to achieve quality educational outcomes for the range of students enrolled at Mudgeeraba State School. Our school implemented a strategic focus that maintained us at the ‘cutting-edge’ of education. We are very proud of our achievements as a school in growing our students’ academic, social, emotional, physical and cultural skills. During the year we undertook to implement a broad range of teaching and learning activities and improvement strategies which had direct benefit for the learning outcomes of students. Our explicit improvement agenda in 2012 included:

Reading - All teachers implemented effective strategies to improve students’ reading ability – fluency, vocabulary development, active comprehension strategies, knowledge of texts and text features and knowledge of the world. This was effected through implementing elements of the following framework:

Modelled Reading – teacher reading in a fluent and phrased manner, modelling effective reading strategies, providing students with a purpose for listening and ‘thinking aloud’ the thinking processes involved in effectively reading the text

Shared Reading – students reading aloud with the support of the teacher from a common text

Guided Reading – a more formal, instructional reading activity conducted in small ability or needs-based groups with a focus on fluency, comprehension, vocabulary development, sights words, phonemic awareness etc.

Independent Reading – students read books independently to promote enjoyment of reading, fluency and improved comprehension

Writing - All teachers implemented effective strategies to improve students’ writing ability – knowledge of spelling, active strategies for planning and composing texts, knowledge of texts and text features and vocabulary development. This was effected through implementing elements of the following framework:

Modelled Writing – teacher composes texts and demonstrating the way an effective writer works by thinking aloud

Shared Writing – teacher initiates and models writing, while students contribute their ideas and are supported to use teacher talk to articulate their contributions

Interactive Writing – as for Shared Writing, but also includes opportunities for students to compose a joint text

Guided Writing – involves very specific and focussed instruction with each student composing individual pieces with intense teacher...
Independent Writing – students take responsibility for their own writing using the processes and strategies demonstrated in other elements of the writing block

Effective Teaching Practices - All teachers developed their repertoires of practice using more effective strategies to engage students in their learning to maximise learning outcomes. This was effected through the implementation of a Collegial Coaching Model which included the following elements:

The Collegial Coaching Model was scaffolded around the 5 E’s model of Engage, Explore, Explain, Evaluate and Elaborate.

Engage - Partners meet to ENGAGE in professional dialogue around the teaching of reading or writing and agree on a focus for the teaching session and determine the arrangements for the session.

Explore and Explain - The observing teacher takes an active role during the teaching session, observing, collaborating and working alongside their colleague in order to explore the teaching strategy. Through on-going professional dialogue the demonstrating partner will explain how and why they apply this practice.

Evaluate - The partners meet to evaluate and to discuss how the observing teacher will use the experience to positively influence their own teaching practices. The observing teacher completes the Focus Feedback.

Elaborate - The observing teacher ELABORATES on the experience by implementing and refining the strategy within future personal pedagogical practices Effective Teaching Practices

Future outlook

In 2013 our school has committed to continue to implement those elements of our curriculum and school operations that have proven successful in recent years. In 2013 ourExplicit Improvement Agenda identifies four areas of specific focus. These include:

Effective Teaching Practices - All teachers will continue to develop their repertoires of professional practice to maximise learning outcomes for the range of students in their class. Improvement strategies in this area include:

Mudgeeraba’s Pedagogical Framework – provides a scaffold for teaching practice based on the characteristics of great teachers.

Collegial Coaching Model – scaffolded around the 5 E’s model of Engage – agree on a teaching focus, Explore & Explain – co-operatively plan and teach the agreed teaching focus, Evaluate – critically analyse the teaching practice, Elaborate – independently implement and refine the teaching practice.

Mudgeeraba’s Professional Learning Plan – provides opportunities for all teachers to engage in weekly professional learning which aligns to elements of our Explicit Improvement Agenda.

Gradual Release of Responsibility Model – use of modelled, shared, guided and independent teaching strategies.

Feedback to Students – regular and constructive feedback to students about their learning.

Critical Reflection – opportunities for students to describe their learning using ‘teacher talk.’

Peer Tutoring – opportunities for students to tutor their peers in a particular skill.

Questioning – a range of question types are used to assist students to a deeper understanding of their learning.

Reciprocal Teaching – students take turns at being the teacher to check their understanding of their learning.

Differentiation – All teachers will plan differentiated learning experiences as part of their termly team planning in English and Maths. All year levels will consider five groups of students for differentiation purposes – extension, high achieving, sound, low achievement and intensive intervention. These planning processes will be continually refined and reviewed by class teachers as each term progresses. Specific differentiation strategies used to enhance student learning will include:

Individual planning – teachers will consider options for planning differentiated content, pedagogical strategies and assessment tasks which will personalise learning for the range of students in their class

Focussed Teaching Team – FTT will co-operatively plan with class teachers differentiated learning experiences for students in the intensive intervention and low achievement groups. FTT will negotiate with class teachers the support they provide in classroom settings.

Focussed Learning Groups – year levels will plan weekly opportunities – one each for literacy and numeracy – for students to work with like minds in challenging learning situations.
Extension Learning Groups – throughout the year opportunities will be provided to extend the learning of academically talented students through the formation of groups such as Maths extension, Writers’ group, Thinkers’ group, Science extension etc.

Student Learner Profiles – these will be co-operatively planned by class teachers and members of the FTT to confirm agreed adjustments for students in the intensive intervention and extension areas of learning achievement.

Effective Use of Data – All teachers will use a range of data to assist with effectively planning learning experiences for the range of student abilities in their class. They will continually monitor the learning of their students and create a portfolio for each student which details learning performance against the standards set out in the school’s Continuity Tool.

Access to Data – all teachers will be provided with time at the beginning of the school year to access SAID – Student Adjustment Information Database to determine the breadth of student abilities in their class. Each teacher will be provided with a USB containing their class data.

Using Data for Differentiated Learning – at team planning teachers will use their class data to inform planning for the range of adjustments required to the core curriculum. A differentiation matrix will be completed to guide the planning of future learning experiences.

Using Data for Moderation – teachers will bring a portfolio of data to moderation, including both summative and formative assessments. This data will be used to determine student achievement against learning standards detailed in the school’s Continuity Tool.

Tracking Student Learning in Literacy and Numeracy – teachers will plot all students against the P-10 literacy and numeracy indicators.

Using Standardised Data Sets – all teachers will have access to standardised data sets i.e. PAT, Reading Benchmarks, Lexiles etc. These will be used diagnostically to help inform differentiated planning.

Student Learner Profiles – these will contain information on learning adjustments required for identified students. Class teachers and the FTT will use current data to plan required adjustments.

Effective Teaching Practices in Maths – All teachers will engage in professional learning experiences and collegial coaching processes to improve their repertoires of practice in the teaching of Mathematics

Implementing a Numeracy Block Concept – these sessions will include development of mental maths routines, problem solving and mathematical investigations and reflection

Gradual Release of Responsibility – teachers will engage students in modelled, guided, shared and independent teaching episodes

Mental Maths Routines – teachers will provide students with a range of strategies for improving their mental computation skills.

Strong focus on Problem Solving and Mathematical Investigations – teachers will provide students with strategies for effectively engaging in problem solving – focus on process, concept development, strategy development, skill development and hands-on problem solving

Reflection – teachers will provide students with opportunities to use teacher-talk to describe their learning in Mathematics

Collegial Coaching – teachers will be provided with opportunities to co-plan, co-teach and reflect on the teaching of Mathematics. This will provide teachers with opportunities to enhance their repertoires of practice in this learning area.
Our school at a glance

School Profile

Coeducational or single sex:  Coeducational
Year levels offered in 2012:  Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>712</td>
<td>327</td>
<td>385</td>
<td>92%</td>
</tr>
<tr>
<td>2011</td>
<td>681</td>
<td>312</td>
<td>369</td>
<td>95%</td>
</tr>
<tr>
<td>2012</td>
<td>779</td>
<td>377</td>
<td>402</td>
<td>95%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:
The student body at Mudgeeraba comes from predominantly middle class backgrounds and live in approximately thirty Gold Coast suburbs. The level of student transience is gradually increasing, but the majority of students still spend all eight of their primary school years at our school.

Mudgeeraba accepts all students who wish to enrol into the school and these inclusive practices mean that we celebrate the diversity of student population that this enrolment policy brings. In 2012, we maintained approximately 24 students identified with a disability, 22 students who identified as Aboriginal or Torres Strait Islander, 8 students who had English as their second language and 10 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.

The vast majority of 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 inclusive of the range of students enrolled at the school.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>23 23 21</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25 26 24</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>5 4 4</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0 0 3</td>
</tr>
</tbody>
</table>
Our school at a glance

Exclusions 0 0 0

Curriculum offerings

Our distinctive curriculum offerings

During 2012 our school offered a broad range of curriculum programs to our students. These programs were implemented to enable them to grow academically, socially, emotionally, physically and culturally. These programs have proven to be very successful, are enjoyed by the vast majority of students and have received good support from our school community. Parents new to our school have commented on the breadth of curriculum opportunities that are offered to students enrolled at Mudgeeraba.

Opportunities exist for all students to be engaged in:

- 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.
- a ‘Spotlight on Science’ program offering hands-on, investigative Science activities.
- an enhanced Arts program with all students experiencing learning opportunities in dance, drama, music and the visual arts throughout each year.
- an innovative curriculum framework which aligns to the National Curriculum and the appropriate elements of the Queensland Curriculum, Assessment and Reporting Framework.
- a safer and more supportive school environment through learning about and modelling our school-wide behaviour expectations – I am safe, I am responsible, I am respectful and I am a learner. Our school rules are explicitly taught to all students and student achievement is recognised with positive behaviour awards.
- a 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.
- enhanced 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.
- the extensive use of ICTs which are integrated into classroom learning programs.

Extra curricula activities

A broad range of co-curricular learning opportunities are offered to students at Mudgeeraba. In 2012 these included:

- Friday Challenges – an opportunity for students from Prep to Year 4 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.
- an Inter-school Sports Program, offered to all students from Years 5-7, including such sports as Rugby League, Soccer, Netball, Cricket, Touch Football and Basketball.
- an 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.
- a range of academic challenges which included the Opti-minds challenge, chess, University of NSW academic competitions and debating.
- an extensive student leadership program which provided opportunities for forty-five of our Year 7 students to lead various school programs.
- a classroom leaders’ program for students in Years 2 and 3.
- a school camping program for students in Years 1 – 7.
- 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;
- a whole-of-school speaking competition where children are challenged to produce a quality oral presentation to a particular genre.
How Information and Communication Technologies are used to assist learning

As Information and Communication Technologies (ICT's) permeate all aspects of our lives we believe that it is vital for all students to have access to a variety of the art technologies.

From Prep to Year 3 students are taught a range of skills that enable them to effectively use the variety of ICT’s that are available to them for their learning. Specific skill lessons occur that familiarise students with operational aspects of ICT’s: Interactive Whiteboards, Ipads, Ipods, Laptops and Desktops, the Microsoft suite of programs, MAC applications and the use of the Internet. Students are provided with many opportunities to apply ICT skills to their learning through genuine integration into all aspects of the curriculum.

Year 4-7 students are engaged in learning experiences involving computers, I-pads, webcams and digital cameras to create and use Learning Pathways, Ed Studios, Ed Tube and One Channel programs. When planning units of work across all curriculum areas, teachers provide ICTs as tools to enable personalised learning for students.

At Mudgeeraba, we are committed to enhancing our ICT’s across our school. Enhancements in our ICTs include:

- state of the art information centre in our Science and Technology Centre where students will have access to multi-media applications, inclusive of ipads, laptops and WiFi;
- smartboards – interactive whiteboards – that are designed to provide high levels of engagement for students with their learning in every early years classroom and senior teachers have selected either interactive whiteboards or projector systems;
- three computer labs across the school which support whole classes at once, as well as desk tops and lap tops in classrooms; and
- significantly increased access for all students to the ever advancing digital technologies.

Social climate

Mudgeeraba State School has developed a culture that is very supportive of all groups – students, staff, parents, volunteers and visitors. 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 school routines and expectations. Teachers maintain classroom environments that are child-centred and supportive of the social and emotional development of their students.

During 2012 we continued the implementation of the School-wide Positive Behaviour Support Program. 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 rules. 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 2012 indicated that the 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 social skills programs, the behaviour management of children at this school and student discipline. The majority of parents surveyed also indicated that they feel their children are treated fairly at this school 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

Each year state schools undertake to determine how well they are doing by seeking feedback from staff, students and parents through the annual School Opinion Survey process. In 2012 the opinion surveys for all groups continued the positive trend that has occurred over the last five years.

Many new parents who enrol their children into our school comment that Mudgeeraba State School is seen as a ‘good’ school in the community. The school is fortunate to have very positive ‘word of mouth’ support from within our parent body and from the community in general.

Performance measure *(Nationally agreed items shown)*
## Our school at a glance

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>88.2%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>88.2%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>88.2%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>88.2%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>94.1%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>94.1%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>87.5%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>88.2%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>88.2%</td>
</tr>
</tbody>
</table>

### Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>97.9%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>90.7%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>89.7%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>96.9%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>95.9%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>88.7%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>82.3%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>85.4%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>81.4%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>78.4%</td>
</tr>
</tbody>
</table>
Our school at a glance

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>their school looks for ways to improve*</td>
<td>99.0%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>94.8%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>96.9%</td>
</tr>
</tbody>
</table>

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>82.9%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>97.8%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

* Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
Involving parents in their child’s education

It is our belief that being a strong partner in their children’s education is one of the greatest gifts a parent could give their child. At Mudgeeraba during 2012 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:

- being offered opportunities to provide 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 work etc.
- attending parent information sessions with class teachers to help with understanding classroom expectations, homework procedures etc.
- 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 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, Optiminds Challenge etc.
- 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 special needs.
- organising fund raising 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.
- supporting our school’s uniform policy.

Reducing the school’s environmental footprint

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

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 in this increasingly important area of learning.

Environmental activities our school engaged in during the 2012 school year included paper recycling, litter prevention and Clean Up Australia Day.

Our increase in electricity and water consumption during the 2011-2012 year can be attributed a significant increase in student enrolments from 681 students to 779 students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>216,954</td>
<td>6,327</td>
</tr>
<tr>
<td>2010-2011</td>
<td>151,055</td>
<td>4,370</td>
</tr>
<tr>
<td>2011-2012</td>
<td>159,071</td>
<td>5,205</td>
</tr>
</tbody>
</table>
### Our staff profile

#### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>58</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>45.7</td>
<td>17.2</td>
<td>0</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>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>50</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $33 602.

The major professional development initiatives are as follows:

- Strong engagement with National Curriculum documentation in English, Maths, Science and History
- Use of First Steps in reading resources to enhance the teaching of reading in classrooms
- Engagement with Curriculum into the Classroom materials to assist implementation of the National Curriculum
- 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
Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.1%</td>
<td>94.8%</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 88.6% of staff was retained by the school for the entire 2012 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

The overall attendance rate for the students at this school (shown as a percentage).

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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

<table>
<thead>
<tr>
<th>Year</th>
<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>2010</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>96%</td>
<td>95%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>96%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 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.

At Mudgeeraba class rolls are marked twice daily. Student absences are recorded on our SMS database. 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.

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

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.
Performance of our students

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.

Achievement – Closing the Gap

During the 2012 school year key indicators of our achievements for this group of students included:
- attendance data for the indigenous student cohort was very positive with all students having good attendance records throughout the year.
- the majority of students achieved average to above average ratings in key areas of their learning – English, Maths and Science.
- students who undertook the 2012 NAPLAN tests achieved above the national minimum standard in most test areas.