

Mudgeeraba Creek State School
Queensland State School Reporting
2015 School Annual Report



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Principal's foreword

Introduction

Situated in Mudgeeraba in the Gold Coast hinterland, Mudgeeraba Creek State School is true to its saying: '*Academic excellence in a country atmosphere*'. The school offers a safe, supportive and caring environment within the context of a well developed and acknowledged high culture of learning. We support our students through the following three values: Friendship, Achievement and Respect. These values underpin the school ethos.

Mudgeeraba Creek State School aims to achieve an inclusive and supportive environment for all students. The identification of individual needs is paramount to our students being successful. Individuals are encouraged to strive in all areas of learning, student leadership, sports and the Arts.

2015 marked the first year in Queensland of Year 7 students transitioning into the Junior Secondary phase of high schools. Despite this move our school maintained healthy enrolments and lost no entitlements. The school opened in 2015 on 634 enrolments. Staff numbers were maintained and there were 26 classes. Enrolment growth continues to be strong. Currently the school has 681 students and queries are taken daily for 2017.

This report outlines the achievements of the school for 2015.

A snapshot of our achievements for 2015 include, but are not limited to, the following:

- Winner of the Griffith University Primary Schools Science competition for the fourth year in a row
- Named Primary School of the Year in the STAQ (Science Teachers' Association of Queensland) for the second year in a row
- Appointment of a Master Teacher to undertake action research in Mathematics
- Positive parent and student opinion data in key areas
- Increased enrolments and school attendance
- Reduced suspension rates as students embed the values of Friendship, Achievement and Respect

School progress towards its goals in 2015

Goal	Achieved in 2015	Progress in 2015	2016 expectation
Robust Reading/Literacy Development			
Implementation of The Daily 5 and CAFÉ aligned with Art and Science of Teaching Pedagogical Framework	YES	Daily 5 and CAFÉ embedded across all classrooms from P-6.	Daily 5 and CAFÉ continue to be embedded across all classrooms from P-6
Short term data analysis to determine effective strategies for intervention and extension in the areas of Comprehension, Accuracy, Fluency and Expanding Vocabulary (CAFÉ)	YES	Teachers attended short term data cycle meetings regularly (at least once a term mostly twice) to monitor and track progress of each child individually. At these meetings targets were set for further improvement in both student progress and teacher pedagogical development.	Ongoing- Professional Learning Teams (PLTS) to increase collective collegial responsibility for all students in the year level
Student goal setting in areas of CAFÉ, tracking progress and celebrating success- (ASoT) use of Kluwell Diaries to foster school home reading importance	YES	100% of students in all year levels had reading goals based on Comprehension, Accuracy, Fluency and Expanding Vocabulary 100% of students issued with Kluwell Diaries and being monitored by teachers-integral part of FAR Awards	Ongoing and embedded within practice Ongoing and embedded as part of school culture
Continued use of Reading Eggs and Accelerated Reader	YES	Embedded within school culture	Words Their Way embedded from Yrs 1-5 Words Their Way implemented in Year 6
Consistent spelling approach- Words Their Way and Magic 100-300 Words	YES	Words Their Way embedded from Year 1-4	
Continued use of Spelladrome as online learning tool	YES	Words Their Way implemented in Year 5	
Consistent approach to writing across year levels	PARTIALLY ACHIEVED	Seven Steps to Writing implemented across many year levels with teacher professional development in this area provided	Seven Steps implemented - completion of training for staff
Oral Language Programme- Book Club	YES	Prep and Year 1 fully embedded	Extend training to Year 2 teachers
Number Problem Solving			
Consistent approach across school- use of common language Targeted problem solving, connection making, deeper understanding, reflecting, communicating and risk taking to be undertaken	PARTIAL	Consistent year level approach encouraged Some classes working with Daily 5 concept in Maths (developed from Daily 3)	Master Teacher for Numeracy-focus on Problem Solving to be embedded Action Research to be undertaken by Master Teacher in Year 4

Goal	Achieved in 2015	Progress in 2015	2016 expectation
<p>Engaged Learners/ Personalised Instruction</p> <p>Goal setting in areas of literacy for students</p> <p>Use of <i>Great Results Guarantee</i> funding to risk manage intervention processes through additional purchasing of specialised intervention e.g. Speech Language Therapy</p> <p>Partnership with Robina SHS for Year 6 & 7 students through extension classes (Student for a Semester Programme)</p>	<p>YES</p> <p>YES</p> <p>YES</p>	<p>100% of students have goals in reading and are tracked and monitored regularly</p> <p>'Book Club oral language programme' by school purchased speech pathologist introduced in Prep Year to support the development of sound oral language skills extended to Year 1</p> <p>Students attending progress successful in attaining above year level results in either Maths or English</p>	<p>Embedded</p> <p>Ongoing-extending to Year 2 through Investing For Success funding</p> <p>Ongoing in different format</p>
<p>Quality Learning Environments (based on ASoT)</p> <p>Organising of classrooms for effective teaching</p> <p>Establishing learning as a routine</p> <p>SWPBS-School Wide Positive Behaviour Support</p> <p>Every Day Counts-attendance</p>	<p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p>	<p>Embedded</p> <p>Embedded</p> <p>Attendance rate remains consistent</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

Future Outlook

Improvement Priority-Oral Literacy/Reading Strategies and Targets for 2016

Strategy 1- Students set learning goals, track and monitor progress in reading

Actions	Targets	Timelines
<p>Daily 5 and CAFÉ as basis for assessment and organisation of classroom literacy blocks</p> <p>Focus on explicit guided reading and inferential reading as a focus for improvement and increased use of complex challenging texts</p>	<p>100%</p>	<p>2016</p>

Strategy 2- Oral Language development-early intervention		
Actions	Targets	Timelines
Book Club-oral language programme for Prep and Year 1 to continue and feed through to Year 2 – teachers trained and programme coordinated by school purchased Speech language Pathologist	100%	2016
Strategy 3- Automaticity – early intervention-		
Actions	Targets	Timelines
Development of school wide strategy around high frequency words to mastery to improve writing flow and automaticity	100%	2016
Strategy 4- Improved pedagogy- mentoring beginning teachers, coaching and feedback to teachers		
Actions	Targets	Timelines
Continue to enhance the Guided Reading Programme through professional development, coaching of teachers and feedback on pedagogy	100%	2016
Strategy 5- Digital Learning-engaged learners		
Actions	Targets	Timelines
Enhanced pedagogy through specialist digital technology lessons	100%	2016

Improvement Priority- Writing strategies and targets

Strategy- Engaged learners		
Actions	Targets	Timelines
School wide consistent practice through Seven Steps to Writing and 6+1 Traits of writing	60%	2016
Strategy-Personalised learning- differentiated instruction		
Actions	Targets	Timelines
Words Their Way strategy and STRIVE embedded- (pertains to reading too)-explicit teaching of academic vocabulary (Ref: Marzano)	100%	2016
Strategy- explicit instruction		
Actions	Targets	Timelines
G&P- explicit direct teaching and formative assessments with boundary punctuation from Year 1 and commas from Year 3.	100%	Semester 2 2016

Improvement priority – Numeracy Strategies and targets

Strategy- Practising and deepening knowledge		
Actions	Targets	Timelines
Continue to use think boards to problem solve	100%	2016
Strategy- Students effectively interacting with new knowledge		
Actions	Targets	Timelines
Effective implementation of the Daily 5	Year 4-100%	2016
Strategy- Tracking and monitoring of student progress		
Actions	Targets	Timelines
Use of portfolios to track and monitor progress-enrichment of assessment tasks	100%	2016

Improvement priority-STEM

Strategy- Engage with the STEM agenda		
Actions	Targets	Timelines
Innovation through the application of Science ,Technology, Engineering and Maths specialist lessons	100% classes	2016

High Quality Learning Environments – progress tracked and monitored through data ,research driven, clear goals, quality assured through observations of teaching, coaching and feedback to staff.

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	623	298	325	16	94%
2014	650	292	358	17	93%
2015	639	297	342	15	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 school is located within the Mudgeeraba area of the Gold Coast hinterland. The area is semi-rural with urban development encroaching upon the school from the east.

The community comprises a broad cross section of occupations covering tertiary, professional, business and general employment sectors. The student population comes from varied socio economic and cultural backgrounds with no apparent majority group. The student population is also cohesive and reflects minimal social and cultural diversity.

There is a small group of Indigenous students and students with a Non-English Speaking Background (NESB). The school campus is coeducational and all classes have a range of needs and abilities. The 26 class groups were formed on an age grade basis with two composite classes formed on need. Classes consist of single teaching units where teachers work together in year level teams and sector/phase groups to implement a whole of school curriculum based on the Australian Curriculum.

The school has a specialised Special Education programme that provides inclusive education for students with a disability. The Special Education Programme has a Head of Special Education Classified Officer in charge.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	20	21
Year 4 – Year 7 Primary	23	23	25

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	29	26	12
Long Suspensions - 6 to 20 days	2	0	0
Exclusions	0	0	0
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

Our approach to curriculum delivery

The Art and Science of Teaching (ASoT) - a common pedagogical approach:

Effective schools can make a substantial difference to student achievement. The most influential component of an effective school is the teachers within the school. To this end a consistent pedagogical framework is used at the school to enhance effective instruction of students which leads to better outcomes.

The Effective Classroom Pedagogy comprises:

- Effective instructional strategies based on the 41 effective teaching strategies of ASoT- a common and coordinated approach to teaching e.g. for literacy blocks and the use of CAFÉ, a tool to engage all students in daily literacy instruction and assessment ; Daily 5 - a tool to foster literacy independence; units of work aligned with the Australian National Curriculum.
- Use of effective management strategies through maintaining classroom rules and procedures through the School Wide Positive Behaviour Support (SWPBS) programme with a focus on the explicit teaching of behavioural skills thus providing a safe supportive environment that is conducive to learning. The success of this programme is evidenced through the reduction in school suspensions in 2015.
- Use of effective curriculum design strategies with a focus on students effectively interacting effectively with new knowledge through a series of well-defined structured processes and higher order thinking skills-this is evidenced by our *Learning to Learn* strategy which specifically addresses the use of Higher Order Thinking Skills daily in the classrooms
- A coaching and feedback model to provide feedback to teachers regarding their pedagogy and improving effective pedagogy.

Early Years Oral Language Programme:

The school has purchased an additional speech pathologist under the Great Results Guarantee funding to strengthen the oral language of the Prep and Year 1 students. The programme is based on a train the trainer model and the speech pathologist coaches the teachers in the oral language programme to ensure this is sustainable over coming years.

Gifted and Talented Programme:

Students are provided with numerous opportunities to develop their academic talent. In partnership with Robina State High School students are offered Days of Excellence to foster their talents. On site school opportunities such as participating in the University of New South Wales Assessments are strongly encouraged. In the classroom on a daily basis the students deepen their knowledge through well-structured higher order thinking activities provided through a differentiated instructional approach.

Performing Arts Programs:

Student performance skills are encouraged and developed through many opportunities to participate in the school music and drama programs. The school offers a Junior and Senior Choir as well as Mudgee Folk- a folk music group.

Instrumental Music offerings include a Strings Program The Strings Ensemble, Junior and Senior Concert Bands perform at school events and at District and Regional events. The school also has an active rock band under the instruction of the Classroom Music Teacher.

The school is also very active in participating in the annual Green Heart Cluster Speaking competition which involves the local schools.

All of the above programmes are celebrated twice a year at the annual Musical Showcase performances.

Japanese Programme:

Students from Years 4-7 engage in formal Japanese lessons. The students are given the opportunity every second year to visit Japan with staff during the September holidays. This occurred in 2015 and will be offered again in 2017. The school also hosts the Ainan-Cho Study Group annually.

Extra curricula activities

Below is a list of some of the opportunities offered to Mudgeeraba Creek students in 2015:

Choirs and Mudgee Folk School Bands – Junior; Senior Strings Ensemble Class Assembly Presentations Student Leadership – Student Leaders’ Council, National Young Leaders Day for Student Council Student Council, House Captains, Music Captains School Camps (Yrs 5 and 6) Green Heart Cluster Speaking Competition (Yrs 1-6) Chess Club Student Discos Wipe Out Waste Programme ICAS/University of New South Wales Testing Lunchtime Clubs- Chess, Book Club, Table Tennis, Science, Construction, Board Games, Netball	School, District, Regional, State Sporting representation 100km Cross Country Training Club School Excursions/Incursions Titans Learning Centre AFL Shine Programme VIVA Soccer Programme Before school tennis programme Guitar Club Under 8’s Day Prep Signature Programmes- MANES and FUGES nights, breakfasts and pirate days Year 6 Canberra Excursion Year 5 Tyalgum Camp Excursion
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How Information and Communication Technologies are used to improve learning

In 2015 the school purchased iPads for all P-2 classes. There was already an existing bank of iPads in the school for classroom and SEP use. The purpose of the iPad is to use it in the rotational Daily 5 Maths and English activities as a teaching tool and develop early literacy skills. iPads were purchased for all teaching staff to improve their capacity to deliver enhanced digital programmes.

The school also has two dedicated Computer Labs. As technology is embedded throughout the curriculum, students are able to utilize and hone their skills according to the required tasks. Students also use the computers to explore enquiry and research across key curriculum areas. Students have daily access to electronic devices and teachers engage in a purposeful and educational way with the technology. All classrooms have a set of desk top computers. As desk top computers age they are being replaced with laptops so students can be mobile with their learning and can learn to work between two platforms.

Social Climate

Mudgeeraba Creek State School is proud of the social climate that is evident within the school. Our Code of School Behaviour and Curriculum Framework are both based on the school values of Friendship, Achievement and Respect. These values and their definitions are explicitly taught to students in many ways- through the weekly school focus and through the practices and expectations that are set every day in the classrooms.

The school is viewed as a community with very clear expectations regarding behaviour and learning. As evidenced by positive parent and staff responses in the annual opinion surveys the school is seen as a safe and supportive place to be (Parents-99%-school is a safe place and 100% believe the school is a good school.) 100% of staff enjoy working at the school and 100% feel safe at the school. 94% of students believe they are safe at school and 87% believe behaviour is being well managed –an increase from 85% in 2014. The school also has a Behaviour Advisory Teacher (BAT) who is employed to be proactive in teaching students the necessary skills for making responsible choices in their learning and behaviour.

The Code of School Behaviour also promotes success and rewards for students who actively meet the school's expectations. Rewards such as Student of the Week, Principal's Morning Tea (held once a term), Japanese, Athletics, Accelerated Reader, FAR Awards and other such rewards are regularly given out on Monday assemblies.

Celebrations and school events are well attended by the community. In 2015 the school held an Under 8's Day, Discos, Book Fairs and much more. The P&C works closely with the principal and the school staff to promote the school positively in the community.

A school chaplain is available at the school for three days per week should a parent wish to access this service. The Guidance Officer is available for students and their families twice a week. The school administration prides itself on being a support for families and students.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	94%	98%
this is a good school (S2035)	94%	99%	100%
their child likes being at this school (S2001)	100%	95%	99%
their child feels safe at this school (S2002)	100%	99%	99%
their child's learning needs are being met at this school (S2003)	94%	90%	92%
their child is making good progress at this school (S2004)	94%	94%	93%
teachers at this school expect their child to do his or her best (S2005)	94%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	91%	93%
teachers at this school motivate their child to learn (S2007)	94%	94%	94%
teachers at this school treat students fairly (S2008)	93%	93%	94%
they can talk to their child's teachers about their concerns (S2009)	94%	98%	97%
this school works with them to support their child's learning (S2010)	94%	94%	98%
this school takes parents' opinions seriously (S2011)	93%	95%	95%
student behaviour is well managed at this school (S2012)	88%	94%	94%
this school looks for ways to improve (S2013)	100%	98%	98%
this school is well maintained (S2014)	100%	95%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	98%	95%
they like being at their school (S2036)	88%	91%	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they feel safe at their school (S2037)	87%	95%	94%
their teachers motivate them to learn (S2038)	93%	98%	95%
their teachers expect them to do their best (S2039)	99%	99%	95%
their teachers provide them with useful feedback about their school work (S2040)	84%	95%	88%
teachers treat students fairly at their school (S2041)	74%	90%	88%
they can talk to their teachers about their concerns (S2042)	80%	83%	92%
their school takes students' opinions seriously (S2043)	82%	91%	86%
student behaviour is well managed at their school (S2044)	78%	85%	87%
their school looks for ways to improve (S2045)	97%	94%	94%
their school is well maintained (S2046)	90%	97%	95%
their school gives them opportunities to do interesting things (S2047)	91%	89%	86%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	98%	100%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	96%	98%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	97%	94%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	100%	97%	100%
student behaviour is well managed at their school (S2074)	96%	98%	98%
staff are well supported at their school (S2075)	100%	98%	98%
their school takes staff opinions seriously (S2076)	98%	98%	98%
their school looks for ways to improve (S2077)	100%	98%	100%
their school is well maintained (S2078)	100%	98%	100%
their school gives them opportunities to do interesting things (S2079)	98%	98%	100%

'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

Mudgeeraba Creek State School actively encourages parental involvement in the school.

Ways in which parents have been involved over the past year are:

- Many are volunteer helpers in classrooms in particular in assisting the teachers with swapping of reading books, listening to students read individually and general class organisation
- Many parents assisted on Under 8's Day either by running stalls or having their own
- School Banking- our two volunteers are school parents
- Religious Education, attending awards ceremonies, special assemblies, supporting musical events and sports carnivals as well as coaching interschool sport and involvement in many other activities
- 100km Club- parents have actively assisted the PE teacher with this annual club
- The school newsletter was published every fortnight throughout the year and parent response indicated this was a highly effective and valued form of communication with the school community
- The P&C is kept fully informed via the monthly meetings or via email from the principal as to school operations and decisions. The P&C is actively consulted as to school decisions.
- The Parents and Citizens Association continued to operate the school Canteen
- The P&C continued to enhance school resources from fundraising
- Prep parents in particular participate fully in the Prep programme through assisting with the Mother's and Father's Day activities, Prep celebration days, inside the classroom taking groups for reading, swapping reading books and actively engaging with the Speech Language Therapist and the Oral Language Programme.
- Many parents have assisted with relief teacher aide work and the school has supported them by encouraging them to undertake further study in this area
- In Semester Two the school introduced the Koala Joeys Programme- a weekly event for Pre-Prep children and their families which is run by two of the staff who have been trained as facilitators to run the programme which promotes early literacy through games and play

Reducing the school's environmental footprint

The school has made efforts to reduce the environmental footprint in the following ways:

- The school continues to maintain rainwater tanks to store water for watering the gardens and flushing toilets
- The school monitors and promptly deals with leaking taps or drips
- School policy is to turn lights, fans and air conditioners off when classrooms are not in use
- Solar panels have been installed on the roof of the Administration building
- All fluorescent bulbs in the school have been changed to more energy efficient ones
- School security lighting is on a timer
- All vegetation trimmed is mulched for our gardens
- Trees pruned around buildings where they were shading the Solar Panels to maximise sun exposure.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	166,906	3,923
2013-2014	189,819	10,608
2014-2015	190,582	5,101

*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.

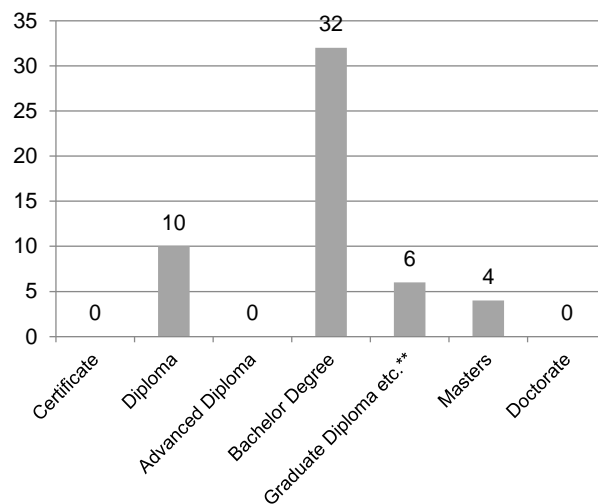
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	52	30	<5
Full-time equivalents	43	20	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	10
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.**	6
Masters	4
Doctorate	0
Total	52



*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 \$54 652. Please note this figure does not just reflect attendance at Professional Development Courses but also expended on class teacher release time to undertake the following:

- Quarterly data and moderation meetings to discuss student progress and engage in professional dialogue regarding best teaching practice
- Observations of teachers by coaches to develop effective pedagogy
- Beginning teacher mentoring
- Releasing teachers to observe colleagues who are examples of best practice
- Annual ongoing rollover of keeping everyone first aid trained
- Purchasing of professional reading materials and other resources for staff to enhance their capability

The major professional development initiatives are as follows:

- The Art and Science of Teaching pedagogical framework
- Seven Steps to Writing
- SWPBS Training- Non-Violent Crisis Intervention training
- Teacher release for coaching and feedback sessions
- Leadership training (Principal, DP, BAT. ST: Literacy and Numeracy), Business Services Manager
- Purchasing Training, Corpoptae Card Training

- Work Place Health and Safety
- First Aid-EpiPen, Anaphylactic, Diabetes, CPR , Asthma Training
- Special Education –Individual Education Plans- release for staff to meet with parents
- Wellbeing Team- release of teachers to attend meetings with external organisations and stakeholders

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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	89%	96%

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%.

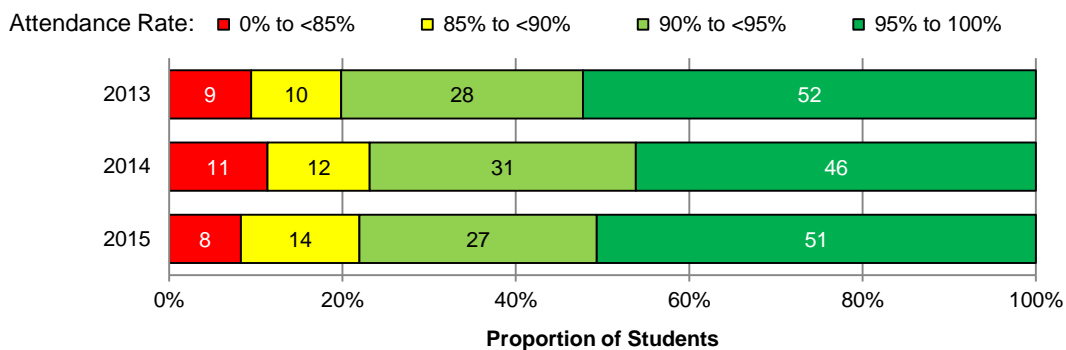
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	93%	94%	94%	95%	93%	92%	92%					
2014	92%	93%	93%	94%	93%	95%	93%	93%					
2015	94%	93%	93%	95%	94%	95%	93%						

*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 Creek rolls are marked electronically twice a day by the classroom teacher. The rolls are marked at approximately 9am at commencement of lessons and again at approximately 1:40pm after the second lunch break.

Students who are absent must provide a written explanation from their parent, or an explanation can be left by a parent on the day of absence via the Student Absentee phone line. Students who arrive late or leave early must be signed in or out through the office. If a pattern of absenteeism or of frequent early and late departures emerges, parents are contacted as to the reasons for the absenteeism.

If students have 3 or more days of unexplained absence, contact is made with the home either by note or phone.

Persistent cases of absenteeism or truancy are dealt with by sending a formal letter home, reminding parents of their obligations under the Education Act (EGPA 2006) and arranging an interview with the principal and other support staff / agencies to put a plan in place to improve the situation.

Students are encouraged through the 'Every Day Counts' Initiative to attend daily. Each child records their daily attendance on their personalised Learning Logs. These are submitted to the principal at the end of each term. Certificates for 100% attendance are awarded each term. The principal communicates regularly in the school newsletters about 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

GO

Suburb, town or postcode

Sector:

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SEARCH

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.