



Mudgeeraba Creek State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Our school is a co-educational state school that caters for students from the Preparatory Year to Year 6. Our school values of *Friendship, Achievement and Respect* provide fundamental expectations for all members of our school community. These values are the basis of the Positive Behaviour for Learning programme in the school. Students are encouraged to apply these values to all aspects of their lives and the school is committed to nurturing these values. The 7 Habits of Highly Effective People (Stephen Covey) are developed through the *Leader in Me* focus across the school.

Mudgeeraba Creek State School has a proud tradition of providing learning programmes that cater for the individual learning needs of all children. Experienced staff deliver differentiated programmes that provide relevant support for all students. We strongly encourage open and transparent communication between home and school to further enhance our understanding of each student's individual needs.

Our staff have an unrelenting focus on the enhanced delivery of the Australian Curriculum for every student. We use the research of Robert J. Marzano to ensure teachers have a comprehensive framework for effective instruction, making every lesson count. We take pride in the provision of a high quality teaching and learning environment including outdoor play, specialised learning spaces and air conditioned classrooms. Our school has a Technology Lab and STEM Lab with specialist teachers delivering award winning programmes in STEM (Science, Technology, Engineering and Maths). We have an excellent Music programme and offer Japanese as our Language programme. Student leadership is fostered through individual student learning goals, a variety of leadership opportunities both in and beyond the school and a strong Student Council lead by our School Captains. School Council members from Year 3 to 6 participate in an entrepreneur skills programme. Our school has strong links with Griffith University and Southern Cross University, with both recognising Mudgeeraba Creek State School for excellence in developing pre service teachers and Griffith partnering with initiatives in STEM.

Mudgeeraba Creek State School has an active parent community. Staff are supported by the parent body and together the staff and parents work tirelessly to ensure Mudgeeraba Creek State School is a school of choice for the Mudgeeraba area.

Principal's Forward

Introduction

The 2016 school year gave our school the opportunity to review and reflect on our excellent school as we undertook our Quadrennial School Review and welcomed a school review team.

Over the past four years we have achieved enormous success working together collaboratively. Some of the highlights include:

- Successful introduction of a common pedagogical framework- The Art and Science of Teaching (ASoT) and associated coaching and feedback model
- Consistent teaching programmes including Daily Five, CAFÉ, Words Their Way, STRIVE, Magic Words, See Plan Check Do problem solving approach in Mathematics, PBL, Book Club Oral Language Programme in Prep—Year 2
- Professional Learning Teams (PLTs) growing in strength and knowledge and taking ownership of learning for *all* students in the year level
- Significant steps in enhancing the planning and recording the differentiation in teaching and learning for all our students
- Winner of the Griffith University Primary Schools Science competition for the fifth year in a row
- Named Primary School of the Year in the STAQ (Science Teachers' Association of Queensland) for the third year in a row
- NAPLAN demonstrating steady improvement
- Increased enrolments
- Positive parent and student opinion data in key areas
- Outstanding School Review
- Participated in state wide review of Support for Students with Disabilities – Deloitte Review

The future for our school is bright as we move towards *Becoming a High Reliability School-The Next Step in School Reform—Marzano* (High Performing) with effective and measurable measures in place to rate our effectiveness, during 2016 we drafted a new four year plan "Excellence Pathways: Mudgeeraba Creek State School 2017-2020 Plan".

School Progress towards its goals in 2016

Goal	Achieved in 2016	Progress in 2016	2017 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
Continued use of Reading Eggs and Accelerated Reader	YES	Embedded within school culture	Ongoing and embedded as part of school culture
Consistent spelling approach- Words Their Way and Magic 100-300 Words	YES	Words Their Way embedded from Year 1-4	Words Their Way embedded from Yrs. 1-5
Continued use of Spelladrome as online learning tool	YES	Words Their Way implemented in Year 5	Words Their Way implemented in Year 6
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 Math (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 2016	Progress in 2016	2017 expectation
Engaged Learners/ Personalised Instruction			
Goal setting in areas of literacy for students	YES	100% of students have goals in reading and are tracked and monitored regularly	Embedded
Use of <i>Investing for Success</i> funding to risk manage intervention processes through additional purchasing of specialised intervention e.g. Speech Language Therapy	YES	'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	Ongoing-extending to Year 2 through Investing For Success funding
Partnership with Robina SHS for Year 4, 5 & 6 students through extension classes – Academic Excellence Days that are subject specific	YES	Students attending progress successful in attaining above year level results in either math or English	Ongoing in different format
Quality Learning Environments (based on ASoT)			
Organising of classrooms for effective teaching	YES	Embedded	Ongoing
Establishing learning as a routine	YES	Embedded	Ongoing
PBL- Positive Behaviour for Learning	YES		Ongoing
Every Day Counts- attendance	YES	Attendance rate remains consistent	Ongoing

Future Outlook

Improvement Priority-Oral Literacy/Reading Strategies and Targets for 2017

Strategy 1 - Students set learning goals, track and monitor progress in reading		
Actions	Targets	Timelines
Daily 5 and CAFÉ as basis for assessment and organisation of classroom literacy blocks	100%	2016
Focus on explicit guided reading and inferential reading as a focus for improvement and increased use of complex challenging texts		

Strategy 2 - Oral Language development-early intervention		
Actions	Targets	Timelines
Book Club-oral language programme for Prep to Year 2 co-ordinated by school purchased Speech language Pathologist	100%	2017
Develop shared practise around oral language and speaking	100%	2017
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%	2016-17
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%	2016-17
Strategy 5 - Digital Learning-engaged learners		
Actions	Targets	Timelines
Enhanced pedagogy through specialist digital technology lessons	100%	2017

Improvement Priority- Writing strategies and targets

Strategy 6 - Engaged learners		
Actions	Targets	Timelines
School wide consistent practice through Seven Steps to Writing and 6+1 Traits of writing	60%	2017
Development of Writing Master classes for upper bands in writing	20%	2017
Strategy 7- Personalised learning- differentiated instruction		
Actions	Targets	Timelines
Words Their Way strategy and STRIVE (enhanced vocabulary) embedded Explicit teaching of academic vocabulary (Ref: Marzano)	100%	2017
Strategy 8 - explicit instruction		
Actions	Targets	Timelines
Grammar & Punctuation - explicit direct teaching and formative assessments with boundary punctuation from Year 1 and commas from Year 3.	100%	2017

Deepen pedagogy around the teaching of writing, develop shared practise around writing and the assessment of writing.	100%	2017
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Improvement priority – Numeracy Strategies and targets

Strategy 9 - Practising and deepening knowledge		
Actions	Targets	Timelines
Continue to use think boards to problem solve	100%	2016-17
Continue to explore a balanced math programme including Daily 5 framework.	100%	2017
Strategy 10 - Students effectively interacting with new knowledge		
Actions	Targets	Timelines
Effective implementation of the Daily 5 Mathematics	Year 4	2017
Strategy 11 - Tracking and monitoring of student progress		
Actions	Targets	Timelines
Use of portfolios to track and monitor progress-enrichment of assessment tasks	100%	2016-17
Engaging with proficiency and reflective scales to reflect on learning and set goals for monitoring and tracking progress.	100%	2017
Progress tracked and monitored through data, research driven, clear goals, quality assured through observations of teaching, coaching and feedback to staff.	100%	2017

Improvement priority-STEM

Strategy 12 - Engage with the STEM agenda		
Actions	Targets	Timelines
Innovation through the application of Science ,Technology, Engineering and Maths specialist lessons	100% classes	2016-17
Dance/drama specialisation teacher to enhance to enhance our STEM programs to STEAM.	100% classes	2017 Semester 2
Grow opportunities to celebrate highly creative and artistic work of students	100% classes	2017 Semester 2

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:	703

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	650	292	358	17	93%
2015*	639	297	342	15	96%
2016	677	326	351	20	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>).

Characteristics of the Student Body

Overview

Situated in Mudgeeraba in the Gold Coast hinterland, Mudgeeraba Creek State School aims to achieve an inclusive and supportive environment for all students. Mudgeeraba Creek is a band 9 school. The community comprises a broad cross section of occupations covering tertiary, professional, business and general employment sectors. The 2015 ICSEA value was 1039 and in 2017 it is 1044, placing the school in the 7th ICSEA decile nationally and in the 9th ICSEA decile for State Schools.

Currently the enrolment is just over 700 students. The student population comes from varied socio economic and cultural backgrounds with no apparent groups. The student population is also cohesive and reflects minimal social and cultural diversity. Indigenous students are 3% of the enrolment and 8% of the enrolment have a verified disability. There is a small but growing group of students with a Non-English Speaking Background (NESB), currently 3% of the student enrolment. There are currently some students with Individual Curriculum Plans and many students with specific Support Provisions in place to meet their diverse learning needs arising from cognitive, social/emotional and medical needs.

The school has recently applied to have approval for an Enrolment Management Plan and has many families who travel from well outside the area to attend this school. 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. The school has a strong STEM focus and has many students who achieve awards at regional, state and national science competitions.

The school campus is coeducational and all classes have a range of needs and abilities. In 2016 there were 27 class groups were formed on an age grade basis with two multi age classes formed on need. Classes consist of single teaching units and teachers work together in year level Professional Learning Teams (PLTs) and sector/phase groups to implement a whole of school curriculum based on the Australian Curriculum. The school has a specialised Special Education Programme (SEP) that provides inclusive education for students with a disability and all students with disabilities are engaged with the support of their classroom teacher as well as the SEP staff according to negotiated individual curriculum and support plans. The SEP enrolment is currently approximately 50, the majority of these students are verified on the Autistic Spectrum, a small group with intellectual disability, and a few with physical or hearing impairment. Most classrooms would have two or more students with disability as well as other students with learning and social needs making differentiation of learning programmes and teaching vital to successful outcomes for all students.

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	20	24	23
Year 4 – Year 7	23	26	28
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

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 Curriculum.
- Use of effective management strategies through maintaining classroom rules and procedures through the Positive Behaviour for Learning (PBL) 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 2016.
- 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 Investing for Success funding to strengthen the oral language of the Prep, Year 1 and Year 2 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 Year's 1- 6 Choir called 'True Believers'.

Instrumental Music offerings include a wind instrument and strings programme. 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 and the A.B. Paterson speaking competition involving over 30 schools on the Gold Coast.

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

Japanese Programme:

Students from Years 4 to 6 engage in formal Japanese lessons. The school also hosts the Ainan-Cho and Kumon Kokasai Study Tour groups annually.

Co-curricular Activities

Below is a list of some of the opportunities offered to Mudgeeraba Creek students in 2016:

<p>Choirs and Mudgee Folk School Bands – Junior; Senior Strings Ensemble Rock Band Class Assembly Presentations Student Leadership – Student Leaders’ Council, National Young Leaders Day for Student Council, Student Council, House Captains, Music Captains Green Heart Cluster Speaking Competition (Yrs 1-6) Chess Club Student Discos ICAS/University of New South Wales testing Lunchtime Clubs- Chess, Book Club, Table Tennis, Science, Construction, Board Games, Gardening, Sign Language, Netball and other interests nominated by teachers. Sport Programmes – Gala Days, Cross country and athletic days, swimming program for Prep –Year 1 and Swimming carnivals Koala Joeys – 0-5 programme for social development National Day Against Bullying Shave For A Cure Crazy Hair Day</p>	<p>School, District, Regional, State Sporting representation 100km Cross Country Training Club School Excursions/Incursions AFL Shine Programme Before school tennis programme Under 8s Day and special celebrations Prep Signature Programmes- Family Fun Day, MANES and FUGES nights, breakfasts and pirate days Year 6 Canberra Excursion Year 5 Tyalgum Camp Excursion Positive School Environment - Tier 2 of Positive Behaviour for Learning On-line learning programmes - Mathletics, Spelladrome, Reading Eggs and Accelerated Reader Academic Excellence Programme with Robina SHS STEM Lab and Digital & Design Technology EATSIPS, NAIDOC Week Chaplaincy programmes – Starfish Club, Woodwork Club</p>
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How Information and Communication Technologies are used to Assist Learning

In 2016 the school purchased more iPads for classrooms giving every class access to a bank of iPads in their teaching block. There was already an existing bank of iPads in the school for SEP use. The purpose of the iPad is to use it in the rotational Daily 5 math and English activities as a teaching tool and develop skills. iPads were purchased for all teaching staff to improve their capacity to deliver enhanced digital programs.

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.

ICT in the curriculum - ICT General Capabilities, Digital and Design Technologies (school based program) was develop in 2016 in alignment with the Australian Curriculum.

Social Climate

Overview

Mudgeeraba Creek State School promotes the values of 'Friendship, Achievement and Respect' as part of their Positive Behaviour for Learning Approach (PBL).

Mudgeeraba Creek State School recognises that appropriate and meaningful relationships form the basis for positive interactions between students, staff and community. The school's Responsible Behaviour Plan acknowledges that positive behaviours cannot be taught effectively in isolation but are best fostered in a safe supportive environment.

Aligned with the pedagogical focus is the school's focus on becoming a High Reliability School (*Reference: Dr Robert Marzano*). The principles of Level 1: Safe and Collaborative Culture and the Department of Education and Training's safe supportive environments underpins the wellbeing of the school (<http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>). The introduction of the Seven Habits of Happy Kids and the Leader in Me (Ref: Dr Stephen Covey) as a whole school approach to self-management enhances the existing PBL framework.

Community and staff are consulted, surveyed and invited to give feedback throughout the year on the leading indicators that form the guidelines of the safe and collaborative culture. Consulting, surveying and opportunities for feedback are sought through the following (please note this list is not finite):

- Online informal surveys through Survey Monkey
- Formal systemic surveys such as the School Opinion Survey
- Parent Focus Groups
- P&C Meetings
- Staff meetings
- Student Council meetings

In 2016 as part of the school's Quadrennial School Review the 2013 Responsible Behaviour Plan has been updated to reflect the current school situation. This plan has been endorsed by the staff, 2016 Student Council and the P&C and will be reviewed biannually as part of the school's annual internal review process.

Mudgeeraba Creek State School emphasises the defining, teaching, and supporting of appropriate student behaviours to create positive school environments. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of the school's three expectations- FRIENDSHIP ACHIEVEMENT RESPECT. The table of the school wide Expectations Teaching Matrix combined with the Habits of Happy Kids outlines our agreed and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including, but not limited to:

- A series of specific behaviour lessons explicitly taught by all teachers based on the school focus for the week which is evidence based;
- Reinforcement of focus on school assemblies , in class and school newsletters, and during active supervision by staff during classroom and non-classroom activities;
- Visible signage around the school and in classrooms;
- Student generated vignettes and animations shown on assembly regularly to emphasise the focus of the week.

Mudgeeraba Creek State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Whole school focus weeks on Kids' Safety (including Day for Daniel self-protection); Say No to Bullying programmes, annual signing of the local declaration of Mudgeeraba Creek State School Declaration against Violence and Bullying by the Student Leaders, P&C and Principal on assembly. These foci are revisited when data indicates a need to re address the issue.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School
 - Procedures for Preventing and Responding to Incidents of Bullying
 - Knives at school

Reinforcing expected school behaviour

At Mudgeeraba Creek State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards as per the ASoT pedagogy of effective teaching.

Below is a list of ways in which the school promotes, teaches and maintains the behavioural expectations to ensure there is consistency of approach across the school:

PBL Classroom Corner- There is an expectation that each classroom will have a corner dedicated to the 7 Habits and Positive Behaviour for Learning (PBL). On the wall will be the School Wide Matrix of Behavioural Expectations as well as any relevant positive schoolwork from the students such as posters or signs.

Weekly Focus-The weekly focus is determined by the evidence provided by One School Data of the previous week. The focus for the week addresses the identified need. This focus is announced in the school newsletter, announced in the staff weekly communicate with ideas for explicit instruction, explicitly taught on assembly as well as a visible focus sign update weekly on every classroom whiteboard. The expectation is the focus is revisited every day for that week.

PBL and Wellbeing teams-The teams undertake quarterly data analysis to determine localised hotspots and also to determine reasons for this. The team changes settings where necessary to address the specific needs of the students. The Wellbeing team also identifies the needs of specific students and provides support plans for these students to ensure their wellbeing and learning are not affected by poor behavioural choices.



Attendance and regular non-attendance- Attendance is rigorously monitored by the school as well as lateness to and early departures from school.

POSITIVE REWARD SYSTEMS:

1. Student of the Week Awards

2. Class Awards

3. Principal's Gold Award Pins

4. FAR Awards (Gold, Silver Bronze Awards)-This is a school wide system for acknowledging the school's values of Friendship, Achievement and Respect. Students are required to fulfil a set of criteria on a weekly basis to advance through the system. Bronze certificates are issued after 10 weeks of achieving the set criteria, silver after 20 weeks and gold after 30 weeks. The Gold Certificate is accompanied by a Gold Pin.

The FAR Outreach Awards are for student services to the community. *All school awards are recorded under Positive Behaviour Incidents in One School.*

5. Mudgeeraba Creek State School's Leadership Programme and Citizenship Award

The school's leadership programme is based on the three school values. Students demonstrating the required expectations may be eligible for class councillor selection. Senior Leadership in Year 6 is based on merit over a number of years and the PBL team approves the selection. Senior leadership nominees submit portfolios of work outlining their achievements in all three principles. They undergo a rigorous interview process.

A small number of students may be identified as requiring extra targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Students who fall into this category attend their normal scheduled classes and activities with appropriate adjustments if required. However they have increased daily opportunities to receive positive contact with adults (the B.A.T., Principal, Deputy Principal, HOSES, Chaplain, Guidance Officer, Buddy Teacher or a Teacher Aide) through check-in/check-out processes and increased opportunities to receive positive reinforcement. Where required, adjustments are made through academic support, adult mentoring or intensive behavioural skills training.

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)	94%	98%	98%
this is a good school (S2035)	99%	100%	98%
their child likes being at this school* (S2001)	95%	99%	98%
their child feels safe at this school* (S2002)	99%	99%	98%
their child's learning needs are being met at this school* (S2003)	90%	92%	97%
their child is making good progress at this school* (S2004)	94%	93%	95%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	93%	93%
teachers at this school motivate their child to learn* (S2007)	94%	94%	96%
teachers at this school treat students fairly* (S2008)	93%	94%	92%
they can talk to their child's teachers about their concerns* (S2009)	98%	97%	98%
this school works with them to support their child's learning* (S2010)	94%	98%	96%
this school takes parents' opinions seriously* (S2011)	95%	95%	95%
student behaviour is well managed at this school* (S2012)	94%	94%	96%
this school looks for ways to improve* (S2013)	98%	98%	98%
this school is well maintained* (S2014)	95%	98%	97%



Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	95%	92%
they like being at their school* (S2036)	91%	93%	91%
they feel safe at their school* (S2037)	95%	94%	93%
their teachers motivate them to learn* (S2038)	98%	95%	94%
their teachers expect them to do their best* (S2039)	99%	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	95%	88%	91%
teachers treat students fairly at their school* (S2041)	90%	88%	86%
they can talk to their teachers about their concerns* (S2042)	83%	92%	88%
their school takes students' opinions seriously* (S2043)	91%	86%	88%
student behaviour is well managed at their school* (S2044)	85%	87%	88%
their school looks for ways to improve* (S2045)	94%	94%	93%
their school is well maintained* (S2046)	97%	95%	92%
their school gives them opportunities to do interesting things* (S2047)	89%	86%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	100%	100%
they feel that their school is a safe place in which to work (S2070)	98%	100%	100%
they receive useful feedback about their work at their school (S2071)	98%	100%	98%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	94%	97%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%
student behaviour is well managed at their school (S2074)	98%	98%	96%
staff are well supported at their school (S2075)	98%	98%	96%
their school takes staff opinions seriously (S2076)	98%	98%	98%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	98%	100%	98%
their school gives them opportunities to do interesting things (S2079)	98%	100%	95%

* 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

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, preparing classroom resources (cutting and laminating) as well as general class organisation
- Many parents assisted on Under 8's Day either by running stalls or having their own
- School Banking- our two volunteer co-ordinators 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 school Facebook page was launched in late 2016 and has been a very valued addition to the communication with parents as well as providing contact with the wider 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 many of them to undertake further study in this area
- 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, promoting early literacy through games and play.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

During 2016 we focused on student's personal safety and awareness through:

- Our Positive Behaviour for Learning (PBL) classroom behaviour lessons
- Seven Habits of Happy kids (The Leader in Me) – Stephen Covey
- Daniel Morcombe Foundation
- Life Education session for all students from Prep – 6
- Student leaders training for leadership positions and playground support
- National Day Against Bullying whole school assembly and classroom lessons in the weeks lead up
- Support for students with Disabilities – whole school focus, led by our Head of Special Education Services
- Positive playground leaders training and playground support

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	26	12	30
Long Suspensions – 6 to 20 days	0	0	1
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.

Environmental Footprint

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
- Some cardboard and paper waste is recycled into the gardens as weed matting.
- Trees pruned around buildings where they were shading the Solar Panels to maximise sun exposure.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	189,819	10,608
2014-2015	190,582	5,101
2015-2016	181,318	3,465

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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	53	31	0
Full-time Equivalents	45	21	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	13
Bachelor degree	35
Diploma	5
Certificate	0

*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 \$55,000.

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
- Magic Words – High Frequency Words workshop for teachers and teacher aides presented by Marcella Reiter
- PBL 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, Corporate 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 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.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	96%	94%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

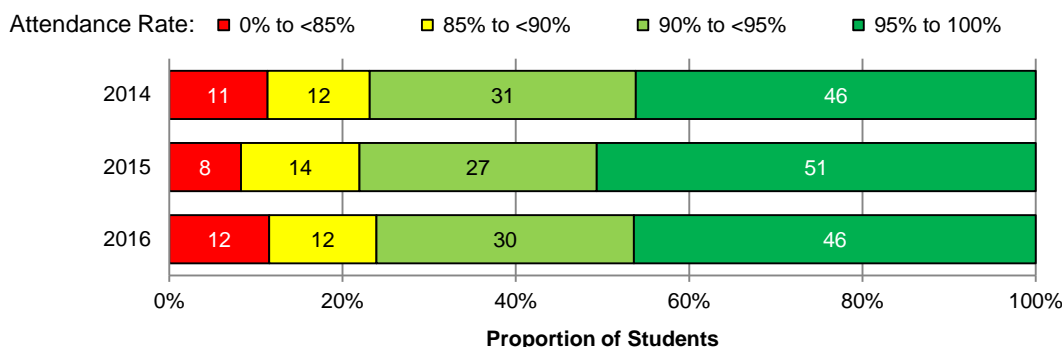
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	93%	93%	94%	93%	95%	93%	93%					
2015	94%	93%	93%	95%	94%	95%	93%						
2016	93%	92%	93%	94%	92%	93%	91%						

*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 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.

To comply with the regulations and the Department of Education and Training's *Every Day Counts* initiative, parents are requested to provide a suitable explanation regarding a child's absence from school. The school may be notified through a note, a phone call to our absentee line or an email to the administration team.

In 2016 a Same Day Notification Policy was introduced. Students who are not marked present at school by 9.30am are marked absent and text messaging system will notify the parent/carer of this absence. A response is required immediately so all parties are aware of the child's whereabouts.

Rolls are also marked after students return from lunch break.

Parents responsibilities in regard to school attendance:

- ensure their child arrives at school or commences their educational program on time every day
- ensure their child attends school or their educational program every school day
- minimise disrupting their child's school day so their child has the best opportunity to learn
- contact the school prior to any planned absences
- provide an explanation (preferably in writing) for each absence, either before or on the day of the absence, or as soon as practicable, in accordance with the school's communication processes.

This may take the form of:

- a medical certificate
 - a written explanation provided to the school via a note, email or text message containing the student's name, date of absence(s) and reasons for absence(s)
 - a verbal explanation to the school through either a phone call or visit to the school
 - any other form of communication agreed by the Principal.
- ensure their child follows the school's recommended processes and procedures for late arrival and early departure
 - notify the school if their child will be late using the school's recommended communication processes.
- This may take the form of:
- accompanying the child to the school
 - phoning the school
 - emailing or sending a text message to the school
 - providing the child with a signed and dated note

Families are encouraged to ensure attendance be as regular as possible. After three days of unexplained absence the school will contact the family.

Lateness to school is also managed. It is an expectation that all students will be in class by 9am and ready to start their learning. Parents and carers of students who present late on a regular basis are issued with a 'show cause' letter as to why this continues.

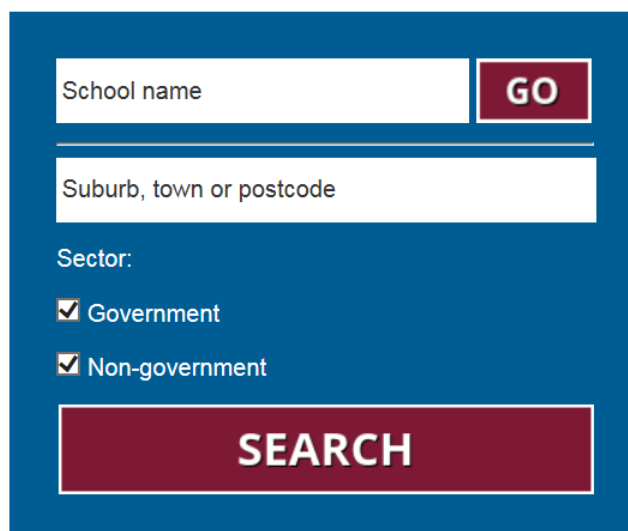
Students are requested to be at school no later than 8.50am to prepare themselves for classes which begin at 9.00am sharp. No teachers are rostered on playground duty before or after school. Children should not arrive before 8.30am. If it is necessary to arrive before this time, parents are asked to use onsite Before School Hours Care run by Camp Australia. On arrival at school, students are required to sit in the designated year level areas in the Main Undercover Area.

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.

Conclusion

Mudgeeraba Creek State School celebrated 20 years of service to the Mudgeeraba community in 2016. The School has been able to continue to serve our students and community during 2016 with continuing focus on providing a high quality state school education for all our students.

During 2016 we underwent a School Review where our overall result was outstanding.

We appreciate the work of our dedicated teaching and non-teaching staff and the partnership of our entire school community in helping us realize our 2016 goals.