

Mundoo State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This school annual report provides parents and the community with information about Mundoo State School in terms of the school and staff profile, curriculum offerings and social climate. The report also includes a snapshot of student performance through a summary of NAPLAN and an overview of school community satisfaction using data from school opinion surveys.

The community of Mundoo is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences.

Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

Our students are encouraged through our Responsible Behaviour Plan to become productive members of society by taking pride in themselves and their work. They are supported across the broad spectrum of academic and social goals to strive to achieve their personal best.

School progress towards its goals in 2015

Reading – students participated in the 'Twice-a-Day' reading intervention program, resulting in a greater number of students reaching their regional benchmark. Reading will continue to be a focus in 2016.

Numeracy – additional support was successfully implemented in the P-3 classroom during numeracy rotations.

Science – a specialist science teacher was employed and taught smaller cohorts at one time (P/1/2, 3/4, 5/6)

Attendance – programs and rewards for students were implemented with a target of 95%. Mundoo State School had 92% attendance by students in 2015. 95% attendance will remain a goal for 2016.

Behaviour – an award system for positive lunchtime behaviours was successfully implemented. A behaviour reporting matrix is now in place and being used for student reporting purposes.

Future outlook

The priorities as outlined in the 2016 Annual implementation Plan are as follows:

Reading – Maintain and strengthen school reading program closely focused on the teaching of phonemic awareness, phonics, vocabulary, fluency, comprehension and oracy.

Writing – In collaboration with Canecutter cluster, develop a Writing Standards Portfolio to achieve continuous improvement and consistent assessment and reporting. Participate in cluster moderation.

Numeracy – Implement levelled number groups from P-3. Investigate and implement a number facts program for years 4-6.

Attendance – Continue to implement FNQ Attendance System to monitor and address absenteeism. Continue to monitor school attendance, particularly focusing on individual school attendance and recognition system for all students.

Transition – Continue to implement CCPRI Cluster Junior Secondary Transition program with Innisfail State College

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	33	14	19	6	89%
2014	25	12	13	4	88%
2015	32	15	17	4	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 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:

Mundoo State School student body are drawn from residential suburbs and small acreage properties. As the township of Mundoo is very small, a lot of students travel from within the Innisfail area and wider community.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	11	10	16
Year 4 – Year 7 Primary		8	8

*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	3	0	1
Long Suspensions - 6 to 20 days	0	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

At Mundoo State School we follow the Australian Curriculum for English, Mathematics, Science, History, Geography, Technology and The Arts. We used the Explicit Teaching Model to guide our curriculum delivery. Students participate in a wide range of sporting activities throughout the school year with other small schools in the area. Some of these activities include softball, tee-ball, soccer, netball, kanga cricket, cross country and athletics. The students also partake in a swimming program during Term 4 in which the students have lessons every day over a 2 week period.

Extra curricula activities

- Instrumental Music for students in Year 3-6
- Young Performers competition through Instrumental Music
- A wide range of sporting activities with other small schools in the area
- Leadership Camp through Daradgee Environmental Education Centre
- Student Council

How Information and Communication Technologies are used to improve learning

Information and Communication Technologies are used to assist learning on a daily basis. Computers are used extensively throughout the school. Classrooms are equipped with computers, printers, Interactive Whiteboards and data projectors. Laptops, iPads and digital cameras are readily available.

At Mundoo State School, classes are able to access computers for all students at any given time. Desktop computers and laptops are located in classrooms and a bank of spare computers and laptops are also available to enable easy access and frequent use. ICT use is integrated throughout each student's learning program.

Social Climate

Our school prides itself on the warm and caring environment that has been created. Our school welcomes and supports students from a wide range of cultural and social backgrounds. Our students benefit from the rich learning and social environment this creates.

Evidence from the School Opinion Survey supports that Mundoo State School is classed as a safe school where students are treated fairly. Behaviour incidents are dealt with immediately and all staff approach issues in the same manner.

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

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	88%	100%	92%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	88%	100%	100%
their teachers motivate them to learn (S2038)	100%	83%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	92%
teachers treat students fairly at their school (S2041)	100%	100%	92%
they can talk to their teachers about their concerns (S2042)	88%	100%	100%
their school takes students' opinions seriously (S2043)	100%	100%	100%
student behaviour is well managed at their school (S2044)	100%	100%	100%
their school looks for ways to improve (S2045)	88%	100%	100%
their school is well maintained (S2046)	88%	100%	100%
their school gives them opportunities to do interesting things (S2047)	86%	91%	85%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	75%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	92%	88%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	88%	100%
their school takes staff opinions seriously (S2076)	100%	75%	100%
their school looks for ways to improve (S2077)	100%	88%	100%
their school is well maintained (S2078)	100%	88%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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

At Mundoo State School we believe that it is vital to facilitate and maintain active involvement of parents, carers and the wider community in the students' education. Parents are actively involved in their child's learning through a variety of measures including:

- Assisting with decision making through the Parent and Citizens' Association
- Tuckshop volunteers
- Accompanying students on excursions and camps
- Volunteering in classrooms
- Volunteering to assist with sports days and sporting teams
- Engaging with students through homework and assignments
- Attending information sessions to help their child's learning at home
- School presentation night, talent quest, weekly parades, school disco's
- Newsletters are sent home on a fortnightly basis
- Parent teacher interviews are offered each term

Reducing the school's environmental footprint

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

Over the past 2 years students have been educated about the usage of electricity and the many ways it can impact on the environment. Students worked hard to reduce their carbon footprint by making small changes in the school. The staff and students are very proud of the decrease in electricity usage since 2013.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	34,848	382
2013-2014	29,095	0
2014-2015	29,523	

*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

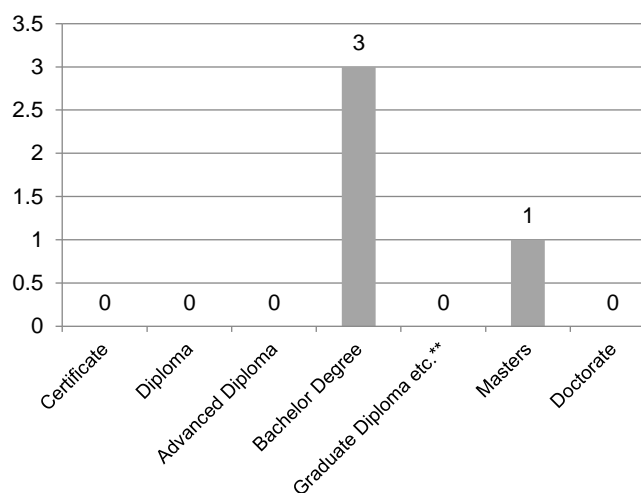
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time equivalents	3	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	4



*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 \$9261.07.

The major professional development initiatives are as follows:

- Explicit Teaching
- Reading
- Phonics/Letterland
- Finance & Budget Workshops
- Behaviour Management

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	85%	92%

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

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

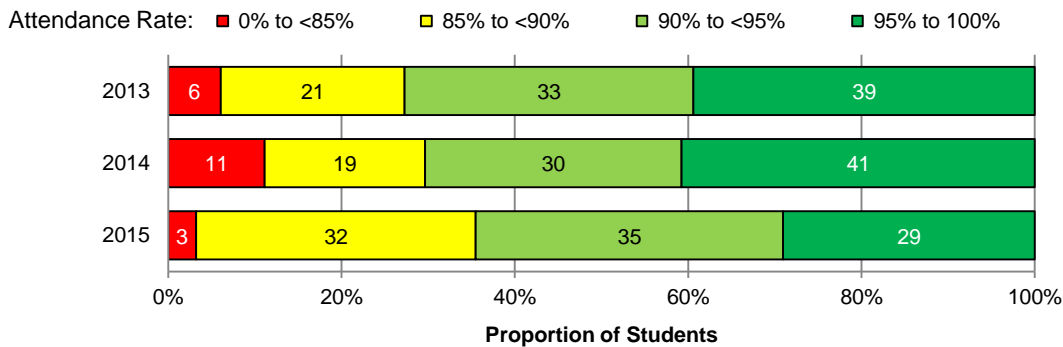
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	92%	93%	95%	94%	91%	DW	97%					
2014	DW	88%	91%	100%	92%	92%	93%	94%					
2015	92%	90%	97%	90%	92%	93%	93%						

*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 Mundoo State School, rolls are marked twice daily, in the morning and the afternoon. If a student is absent for 3 consecutive days, the class teacher or Administration Officer attempts to contact the parent/caregiver, recording the form of contact on the child’s One School profile.

Parents and carers are required to send a note or phone to provide a reason for absence for each day a child is absent from school.

At the end of each Term, students with greater than 95% attendance are provided certificates and acknowledgement for their efforts. Students with greater than 95% attendance for the year are presented with an award at the School Presentation Night.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘Find a school’ text box.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.