



Mundoo State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

Postal address:	c/- Post Office Wangan 4871
Phone:	(07) 4064 2250
Fax:	(07) 4064 2547
Email:	principal@modooss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Kristina Haigh

School Overview

Mundoo State School is situated in a semi-rural area, 6 km from Innisfail. Innisfail has a population of approximately 10 000 people and is 90 km south of Cairns, North Queensland. The school has two multi-age classes. We offer a unique approach to state school education by providing engaging pedagogy within a safe and supportive learning environment catering to the needs of the individual child.

Our aim is to provide all students with the opportunity to achieve to their full potential providing the needed support along the way. Our school aims to provide a high quality education that fosters a love for learning and opportunities for students to become active and informed citizens who are well prepared for the challenges of a changing global society.

The value of the parental role in education is well recognised at Mundoo. Parents are encouraged to become actively involved in the school. We have a well-established, weekly playgroup and our Parents and Citizens Association fosters cohesion within the school community and provides the advice and additional resources critical to our success.

The School Annual Report details our achievements in 2016. The document contains statistical achievements as well as the information about the opportunities available to students at Mundoo State School. This report also outlines Mundoo's direction in providing for our students a quality education in a great small school.

Principal's Foreward

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. Mundoo State School is a small school with a lot to offer.

School Progress towards its goals in 2016

Annual Improvement Priorities	Completion Rate		
	Not Started	Ongoing	Completed
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 year 4-6.			√
Attainment			
Continue to implement FNQ Attendance System to monitor and address absenteeism.		√	

Transition			
Continue to implement CCPRI Cluster Junior Secondary Transition program with Innisfail State College.		√	
Attainment			
Ensure Cluster SEP is the key agency in providing support to students with disabilities.			√
Review student performance data in 5 weekly cycles for reading. Continue to implement DI programs in Literacy and Numeracy (EMM/JEMM, Spelling Mastery and Strategies to Reading).			√
Pedagogy			
Maintain and strengthen explicit pedagogy as the school's signature pedagogy.			√
Behaviour			
Provide professional development around behaviour management to all teaching and non-teaching staff. *As per recommendations from Discipline Audit.			√
Provide further opportunities for parents to participate in training/information on behaviour support and positive parenting strategies. *As per recommendations from Discipline Audit.			√

Future Outlook

In 2017 we are working to further refine our school practices with a focus on:

Annual Improvement Priorities	ACTIONS
Pedagogy	
Develop a whole school multi-age (3 year cycle) curriculum and assessment plan aligned with the Australian Curriculum and Curriculum into the Classroom resources.	In collaboration with staff, develop and document a 3 year rotational curriculum and assessment plan for multi-age classes.
Provide targeted professional development opportunities for staff in Explicit Instruction, curriculum planning, assessment and feedback.	Provide Professional Development based on needs outlined in Performance Development Plans which are aligned with our school's improvement priorities.
Embed the Explicit Instruction Teacher Capability Development Continuum for use during coaching and feedback sessions.	Provide coaching and feedback to staff on areas identified for development.
Provide professional development to staff on data analysis to inform teaching and learning.	Term meetings with staff to discuss and analysis student data. Ongoing Principal Provide One School PD to classroom teachers on assessment and planning.
Writing	
Implement the Explicit Writing Direct Instruction program in year 4-6.	Deliver Explicit Direct Instruction Writing lessons three times per week.
Participate in school and cluster moderation.	Moderate assessment tasks with staff each term. Moderate school writing tasks within the cluster.
Implement weekly Explicit Instruction lessons on Grammar and Punctuation to develop sentence structure.	Develop a Grammar and Punctuation program that outlines the skills and concepts to be taught weekly for each year level.
Supportive School Environment	
Develop and embed a school wide social and emotional wellbeing framework.	School Chaplain to deliver student wellbeing program weekly to each class. Research and collaborate with staff, students and the community to develop and embed a whole school wellbeing program which focuses on the needs of our school.

Provide professional development to staff on Health and Wellbeing.	School Chaplain to deliver a staff wellbeing session. Provide links to various websites that provide health and wellbeing information, including resources, research and training programs for staff.
Provide information sessions and literature to families on health and wellbeing.	Provide a transitioning to Prep parent information session at the end of term 4 in collaboration with the Parenting Promotion Officer at Vocational Partnerships Group Inc. Provide literature relevant to family wellbeing and notification of support networks and programs being run in the community in our school newsletters.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	25	12	13	4	88%
2015*	32	15	17	4	93%
2016	27	14	13	3	78%

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://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	10	16	12
Year 4 – Year 7	8	15	17
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

Mundoo State School provides an educational program based on the Australian Curriculum (ACARA). We use Education Queensland's *Curriculum into the Classroom (C2C)* teaching units as a resource for all learning areas and deliver the curriculum using Explicit Instruction and the gradual release of responsibility model. In 2016 we delivered Spelling Mastery as a school wide program and Letter Land as Phonics program in Prep. Our focus is on maintaining high standards in literacy and numeracy as well as building on each child's strengths.

Children in years 5-6 participate in Italian and all students participate in P.E and Music weekly lessons. Students in year 3-6 have the opportunity to participate in instrumental music.

All students are supported through differentiated lessons to achieve their potential. We track our data and provide students with feedback on a regular basis.

Co-curricular Activities

Instrumental Music Program: Strings (Year 3 to 6)
Brass, Woodwind and Percussion (Year 4 to 6)

Interschool Sporting Programs include-Athletics, Cross Country, Cricket, Softball/Tee Ball, Soccer and Netball.

Swimming Program (2 week block)

Excursions & Special Events offered in 2016 included:

- Primary school excursions.
- Future Leaders Eco Challenge (FLEC) Reef Guardian excursion.
- GRIP Leadership sessions for student leaders
- Leadership Camp Daradgee Environmental Education Centre
- Year 4-6 Camp-Tinaroo Environmental Education Centre

How Information and Communication Technologies are used to Assist Learning

At Mundoo State School, teachers are committed to the continual development of their digital pedagogy and providing learning environments where their learners' knowledge is deepened, transformed and created through the use of digital tools, resources and environments.

Networked computers are located in the classrooms and Library. Wi-Fi access is available throughout the school. The school has invested in the use of Interactive White Boards as a prime teaching and learning tools. All classrooms and the library are equipped with Interactive White Boards. iPads are used in the Prep to Year 3 class to support and extend learning experiences.

Students have access to various online mathematics, reading and spelling resources to support skill development. All students have access to Reading Eggs, an online resource available for access by students at home and school to improve individual skills and competencies in the area of literacy.

Social Climate



Overview

In our school we value and actively promote an atmosphere of happiness and caring where children learn to care about each other, to respect different points of view, to understand a sense of team and to feel valued as individuals.

Our school rules are clearly defined to: Be Safe, Be Responsible and Be a Learner. Our Responsible Behaviour Plan outlines the way that situations are addressed and consequences which may be applied to address behaviour incidents. We place a strong emphasis on the individual student being responsible and acknowledging their behavioural choices.

Our multi-age primary structure provides a supportive learning environment, focused on building positive relationships. The older students support and mentor younger students and the curriculum approach utilises cooperative learning emphasising teamwork and social skills. The structures in place at Mundoo State School provide a stable, supportive environment for our students.

Mundoo State School takes a zero tolerance towards bullying. We foster healthy relationships through our social emotional programs and regularly educate our students to take a proactive stance to eradicate bullying. Students are regularly recognised for their positive behaviour through various incentives, including certificates, assembly and classroom rewards.

Many activities are planned throughout the year to build community and a sense of belonging. These activities further enhance and support student social and emotional wellbeing.

School opinion surveys indicate a very high level of parent, staff and student satisfaction with how student behaviour is managed. Similar satisfaction rates are expressed for student safety.

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

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	92%	86%
they like being at their school* (S2036)	100%	100%	86%
they feel safe at their school* (S2037)	100%	100%	86%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	83%	100%	86%
their teachers expect them to do their best* (S2039)	100%	100%	86%
their teachers provide them with useful feedback about their school work* (S2040)	100%	92%	86%
teachers treat students fairly at their school* (S2041)	100%	92%	86%
they can talk to their teachers about their concerns* (S2042)	100%	100%	86%
their school takes students' opinions seriously* (S2043)	100%	100%	86%
student behaviour is well managed at their school* (S2044)	100%	100%	86%
their school looks for ways to improve* (S2045)	100%	100%	86%
their school is well maintained* (S2046)	100%	100%	86%
their school gives them opportunities to do interesting things* (S2047)	91%	85%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	75%	100%	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)	88%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
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)	88%	100%	100%
their school takes staff opinions seriously (S2076)	75%	100%	100%
their school looks for ways to improve (S2077)	88%	100%	100%
their school is well maintained (S2078)	88%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

At Mundoo State School, we actively encourage the involvement of all parents and carers in their child's education through:

- Parent and Citizens' Association.
- Assisting with camps and excursions.
- Parent information sessions.
- Assisting with Student Council activities.
- Attending whole school events such as Mundoo Has Talent, School Fete, and Presentation Night etc.
- Tuck shop Volunteer.
- Classroom Helpers.

Formal Parent/Teacher interviews are available throughout the year. Feedback on student progress is delivered regularly and the end of semester reports provide an extensive account of learning that can help identify areas of improvement as well as those that may require further support.

Parents and carers are also actively involved in the development of individual curriculum and support plans with specialist staff and classroom teachers if required.

The school has developed a Transitional Program for students starting Prep the following year. This is a two half day program that allows future student to meet their Prep teacher and engage with other students prior to the start of their formal education. The purpose is to create a sense of joy and excitement around the start of the child's schooling journey. During these transition day, parents are given a chance to mix with other new parents and are also provided with an overview of the Prep operations and expectations.

The school has an active, supportive and committed Parents and Citizens Association. The P&C raises significant funding to support the schools programs and facilities.

Respectful relationships programs

The school has developed and implemented a programs that focus on appropriate, respectful and healthy relationships. These are embedded within our Health curriculum which is delivered every term. Our Health units draw on the resources of the Respectful Relationships program and this combined with our weekly student wellbeing programs run by our school chaplain we have built a culture of respect, empathy and compassion. Messages reflecting respectful relationships are also published in our newsletter. The Daniel Morcombe unit is also delivered to students in Health. All of these programs develop students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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	0	1	2
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.

Environmental Footprint

Reducing the school's environmental footprint

Classes regularly audit school practices such as recycling our waste and waste management. All classes have recycle bins to collect paper and cardboard 'clean waste'. These recycle bins are collected weekly and placed into the school recycle bins. Students also use organic food waste to create mulch.

The school nominated to become a Reef Guardian School in 2016. Students were actively involved in various activities to broaden their knowledge and understanding of how they as students could influence and support strategies which help to protect our environment and the Great Barrier Reef. Students in year 4 to 6 participated in the Future Leaders Eco Challenge – The daylong event focused on challenges designed to empower students by giving them a sense of involvement in the bigger picture and also help them to gain new skills and knowledge to help protect the environment.

We also have a number of solar panels at the school to help feed electricity back into the 'grid'.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	29,095	0
2014-2015	29,523	
2015-2016	33,005	72

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.



To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time Equivalents	2	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	3
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$5200.24.

The major professional development initiatives are as follows:

- Explicit Instruction Coaching and Mentoring
- Behaviour Management
- Literacy and Numeracy
- Coding, Robotics
- First Aid
- Letterland
- Oral Language
- Writing
- Finance
- ACARA
- Swimming PD
- Mandatory Departmental Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%. Professional development meetings were held throughout the year.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	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 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%	92%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	92%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

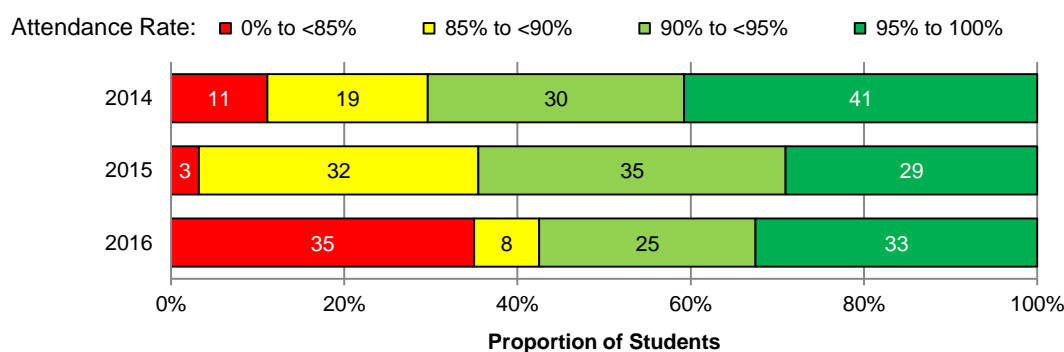
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	DW	88%	91%	100%	92%	92%	93%	94%					
2015		92%	90%	97%	90%	92%	93%	93%					
2016		92%	90%	84%	89%	89%	88%	91%	100%				

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The class rolls are marked twice a day – 9:00am and 2:00pm.

If a child is to be absent from the school, we have the following expectation:

- A phone call is made to the office on the day of absence OR
- A note is sent in advance advising of their absence.

If we do not receive advice from families when the rolls are returned to the office of a morning, a staff member will contact parents and caregivers to check on the welfare of the student. If we cannot contact the family, the child's attendance is marked as unauthorised until notified.

Additionally, we use the following strategies to promote student attendance:

- Acknowledging the students who have had 100% attendance for the week at our weekly parade.
- Sharing of the school attendance in our newsletters.
- Sharing of school attendance in the P&C meetings.

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**.

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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

Thank you for reviewing our School Annual Report. We are proud of the progress our school is making to ensure positive outcomes for our students.

