



Mundoo State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	c/- Post Office Wangan 4871
<b>Phone</b>	(07) 4064 2250
<b>Fax</b>	
<b>Email</b>	principal@mundoo.ss.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Mrs Kristina Haigh

# From the Principal

## School overview

Mundoo State School is situated in a semi-rural area, 6km from Innisfail. Innisfail has a population of approximately 10 000 people and is 90km 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. We 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 2018. 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.

## School progress towards its goals in 2018

Annual Improvement Priorities	Completion Rate		
	Not Started	Ongoing	Completed
<b>Pedagogy</b>			
Collaboratively develop a school-wide pedagogical framework to clearly articulate signature classroom practices to enhance learning.			✓
Develop a whole school multi-age (3 year cycle) curriculum and assessment plan aligned with the Australian Curriculum and Curriculum into the Classroom resources.			✓
Provide targeted professional development opportunities for staff in Explicit Instruction, curriculum planning, assessment and feedback.		✓	
Provide professional development to staff on data analysis to inform teaching and learning.		✓	
<b>Writing</b>			
Implement the Explicit Writing Direct Instruction program in Year 2-Year 3.			✓
Participate in school and cluster moderation		✓	
<b>Supportive School Environment</b>			
Develop and embed a school wide social and emotional wellbeing framework.		✓	
Provide professional development to staff on Health and Wellbeing.		✓	
Provide information sessions and literature to families on health and wellbeing.		✓	

## Future outlook

We will have four key improvement areas in 2019:

### Pedagogy:

Develop a school coaching and feedback framework. Provide targeted professional development opportunities for staff in explicit Instruction, curriculum planning, assessment and feedback.

### Writing:

Build teacher capacity to plan effectively for writing using data to inform the teaching and learning program.

### Supportive School Environment:

Develop a parent & community engagement framework to strengthen and support student learning and wellbeing.

### Reading:

Strengthen teacher capacity of data literacy to effectively use data to inform practice. Review and refine the school reading program with focus on enhancing the explicit teaching of phonemic awareness, phonics, fluency, vocabulary and comprehension.

## Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	27	25	27
Girls	14	12	12
Boys	13	13	15
Indigenous	3	3	7
Enrolment continuity (Feb. – Nov.)	78%	86%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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 East Palmerston, Innisfail area and wider community.

## Average class sizes

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	12	16	15
Year 4 – Year 6	17	11	12
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Mundoo State School offers a challenging and future orientated curriculum that focuses on preparing students to be lifelong learners. Our Mundoo framework reflects the Australian Curriculum standards and is delivered through explicit teaching and challenging units of work across the key learning areas. Our teaching teams design purposeful curriculum that equips our students to succeed at their developmental level utilising Literacy and Numeracy blocks for differentiation. Literacy and numeracy skills and practices are the cornerstone of all learning and an integral part of all activities. In Term 3 2018, the school reintroduced planning days for teachers to ensure all teachers have a deep knowledge of the Australian Curriculum as a cornerstone of their planning.

### 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 2018 included:

- Local excursions.
- Future Leaders Eco Challenge (FLEC) Reef Guardian excursion
- GRIP Leadership sessions for student leaders
- Leadership Camp-Daradgee Environmental Education Centre
- Young Performers
- Year 4-6 Camp-Tinaroo Environmental Education Centre
- P-3 Day Excursion-Tully Sugar Mill/Woolworths Store Tour
- P-3 Day Excursion-Daradgee Environmental Education Centre
- Whole School Excursion-Cairns Aquarium
- Fete
- Under 8's Day
- Opti-Minds

### 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. The Australian Curriculum is used as a guide for the appropriate implementation of ICT's in the curriculum.

Networked computers are located in our computer lab, classrooms and in our Library. Wi-Fi access is available in the Library and all teaching blocks. Interactive Whiteboards/Interactive projectors are used in every classroom to assist with curriculum delivery across all Key Learning Areas. Laptops and iPads are used extensively throughout our school.

## 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; 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. Mundoo students participate in Bullying No Way Day each year. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	86%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
---	------	------	------

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	86%	100%	100%
• they like being at their school* (S2036)	86%	100%	100%
• they feel safe at their school* (S2037)	86%	100%	100%
• their teachers motivate them to learn* (S2038)	86%	100%	100%
• their teachers expect them to do their best* (S2039)	86%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	100%	100%
• teachers treat students fairly at their school* (S2041)	86%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	86%	100%	100%
• their school takes students' opinions seriously* (S2043)	86%	100%	100%
• student behaviour is well managed at their school* (S2044)	86%	100%	100%
• their school looks for ways to improve* (S2045)	86%	100%	100%
• their school is well maintained* (S2046)	86%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	86%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	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)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	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%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018
---	------	------	------

\* 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 caregivers 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 Under 8's Day, School Fete, and Presentation Night etc.
- Tuck shop Volunteers
- 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 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 six 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 days, 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 education programs

The school has developed and implemented programs which focus on appropriate, respectful and healthy relationships. These are embedded within our Health curriculum units which are delivered every term. Our Health units draw on the resources of the Respectful Relationships program and the Daniel Morcombe unit is also delivered each year. Our School Chaplain also implements a weekly student wellbeing program which focuses on being a good friend, resilience, personal wellbeing, bullying and social and emotional development. 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. At Mundoo we have built a culture of respect, empathy and compassion.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	0	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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. Over the past three years, 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'.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	33,005	48,694	37,926
Water (kL)	72	224	691

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. At the top, there are two buttons: "Find a school" and "Search website". Below these is a search input field with the placeholder text "Search by school name or suburb" and a "Go" button. Underneath the search field are three dropdown menus for filtering: "School sector", "School type", and "State".

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with the text "View School Profile" in a dark font.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	5	0
Full-time equivalents	3	3	0

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	3
Diploma	
Certificate	3

\*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 2018 were \$8000.00

The major professional development initiatives are as follows:

- Writing
- Finance
- Data and Curriculum planning days
- Wellbeing
- Digital Technologies
- Leadership
- Coaching and mentoring

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	92%	93%
Attendance rate for Indigenous** students at this school	96%	98%	93%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	89%	92%
Year 1	90%	91%	97%
Year 2	84%	91%	92%
Year 3	89%	DW	92%
Year 4	89%	87%	93%
Year 5	88%	94%	DW
Year 6	91%	95%	92%

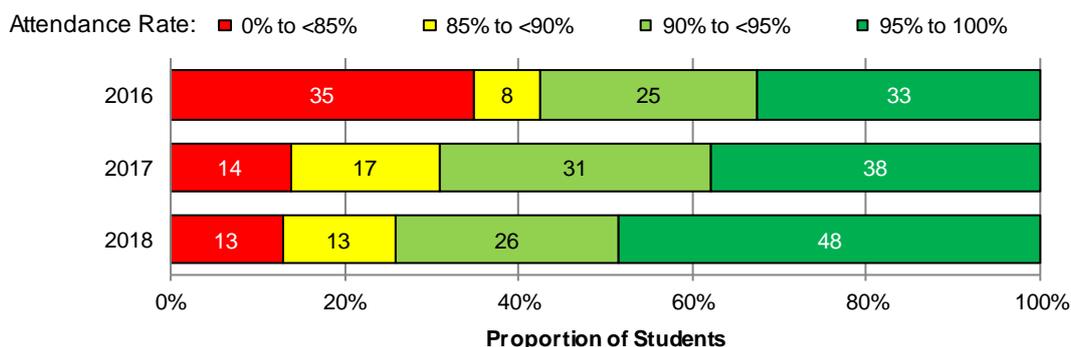
Year level	2016	2017	2018
Year 7	100%		
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the Department of Education 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.

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, in the case where poor attendance becomes a concern,

1. School identifies unexplained or unsatisfactory absences or patterns of absences for example:

- when a student is absent for three or more consecutive school days.
- where there is a persistent pattern of unexplained absences or absences without reasonable excuses.
- where a student's attendance is reasonably considered unsatisfactory by the principal.

2. Authorised officer at the school confirms that child is obliged to attend and that no circumstances exist where the parent's obligation does not apply.

3. Authorised officer at the school contacts both parents and determines if there is a reasonable excuse for not ensuring their child is attending school, using the Director-General's Guidelines for authorised officers on how to determine whether parents have a reasonable excuse for the purposes of ss.176 and 239 of the Education (General Provisions) Act 2006.

4. School offers support to family to ensure child's attendance improves. All efforts, including records of meetings and conversations, must be documented in OneSchool (e.g. phone calls, home visits, contact with local police, referral to support agencies).

5. Authorised officer at the school considers whether an exemption from schooling, flexible arrangement or alteration to a student's educational program is appropriate and required.

6. If the child is still not attending regularly after three weeks (15 school days) of the first attempt to contact parents, commence NOTICE – Failure to attend process.

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.
- Term awards for 100% attendance.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.