



# Mudgeeraba Creek State School

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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## School Overview

Mudgeeraba Creek is a proud state school with high expectations. Mudgeeraba Creek's school motto of *'Academic Excellence in a Country Atmosphere'* is fundamental to the school's belief. The three values of Friendship, Achievement and Respect provide a solid and consistent platform upon which to build this excellence.

The school is co-educational and caters for students from the Preparatory Year to Year 6 inclusive. The classes are single level age grade with multi age classes formed when required.

Over the past five years the school enrolment has grown considerably due to the dedicated STEM, Digital Technology, Science and individualised programmes offered to students. In 2017 an Enrolment Management Plan was enacted.

The school is proud of student achievements in several areas.

In 2017 students performed well in many areas particularly in Science. Examples of the achievements include, but are not limited to, the following:

1. Griffith University Gold Coast Primary Schools' Science Competition –Winners for the sixth year in a row
2. Honorable mention at the STAQ (Science Teachers' Association of Queensland) awards
3. Students excelled in the International Competition and Assessments for Schools (ICAS) : In Maths and English there were four distinctions and three distinctions in Science as well as many students achieving credits and participation certificates.
4. Gold Coast Eisteddfod- Highly commended in Choir, Junior and Senior Bands, with Senior Strings achieving Very Highly Commended.
5. Improved NAPLAN results- Year 3 improved the percentage of children achieving in the top 20% of the nation in Grammar and Punctuation, above the nation's rate of improvement. Year 3 and Year 5 sustained or improved the number of students achieving at or above the national minimum standards (compared to national level) across all areas
6. Inaugural debut of the school's debating team at a local school competition
7. In the sporting arena we had 24 students represent our school at district athletics, 36 represented at District Cross Country and 19 in District Swimming events.

In 2018 our vision is to continue to focus on consolidating a consistent and effective approach to teaching and learning as the school continues to strive towards being a high reliability/highly effective school.

High staff morale, upward trending of student satisfaction and excellent feedback from parents in 2017 consistently demonstrates the confidence in the school. Innovative ideas are encouraged in the school and, with a community who has a high regard for the school and a willingness to engage with new ideas, the staff strive to be the best they can be and make responding to a changing world a priority.

School priorities for 2018 will include, but are not limited to, the following:

- Sustaining the focus on reading improvement and Upper 2 Bands (top 20%) outcomes
- Sustaining a focus on Number fluency and recall
- Vertical alignment of subjects to cater for academically talented students through the Maths and Science Proficiency Scales Projects
- Maintaining the Art and Science of Teaching pedagogical framework
- Development of school wide agreed writing practices and approach

# Principal's Foreword

## Introduction

The school has developed a consistent teaching approach over the past five years.

The school's pedagogical framework is based on The Art and Science of Teaching by Dr Robert Marzano. The Art and Science of Teaching is an evidence based comprehensive framework for effective teacher instruction. By achieving consistency of approach and by using effective instructional strategies instructional time is maximised which benefits the learning of students.

The school's pedagogical framework allows for the setting of goals by students to develop self-efficacy and teachers monitor and track progress at regular intervals. Strategies used to help students interact effectively with new knowledge and engage in cognitively complex tasks are an integral part of the school's academic rigour.

Professional Learning Teams exist within the school and these operate at a high level. Not only are they structured around year levels but also around specific subjects such as the Science Team. This professional dialogue ensures teaching staff are focussed on their core business and teaching practice. This is enhanced further by the school's Coaching and Feedback Model for staff whereby they are regularly observed and feedback is provided on their current practice. Individualised staff Annual Performance Reviews set clear goals and targets towards which staff can strive.

The table below illustrates the key school programs and the progress thereof for 2017 and beyond.

### School Progress towards its goals in 2017

Goal	Achieved in 2017	Progress in 2017	2018 expectation
<b>Number Problem Solving</b> Consistent approach across school- use of common language	IMPLEMENTED	Consistent year level approach encouraged	Action Research to be undertaken by Master Teacher in Prep
Targeted problem solving, connection making, deeper understanding, reflecting, communicating and risk taking to be undertaken	IMPLEMENTED	Variety of experiences for Maths learners provided through MCSS Balanced Mathematics Framework including Daily 5 Framework	Development of Guaranteed and Viable Curriculum with MCSS Maths edstudio completed to support differentiation
Explore MCSS Balanced Maths Program including Daily 5 Framework to support a variety of experiences for maths learners	INITIATED	Teaching staff started to engage with process	Deepen the practice of Maths Daily Five

Goal	Achieved in 2017	Progress in 2017	2018 expectation
<p><b>Explicit improvement in English</b></p> <p>Implementation of The Daily 5 and CAFÉ aligned with Art and Science of Teaching Pedagogical Framework</p>	YES	Daily 5 and CAFÉ embedded across all classrooms from P-6. Embedded MCSS Balanced and Effective Reading Program	Daily 5, CAFÉ , MCSS Balanced and Effective Reading program continues to be <b>embedded</b> 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) 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
Consistent approach to writing across year levels	YES	Seven Steps to Writing <b>embedded</b> across many year levels with teacher professional development in this area provided	Ongoing and embedded within practice
<p><b>Quality Safe and Supportive Learning Environments (based on ASoT)</b></p> <p>Organising of classrooms for effective teaching</p> <p>Establishing learning as a routine-setting of goals, tracking and monitoring progress</p> <p>PBL/Leader in Me Behaviour Support</p> <p>Every Day Counts-attendance</p>	<p>YES</p> <p>YES</p> <p>YES</p> <p>YES</p>	<p>Embedded</p> <p>Embedded</p> <p>Continue to support students' needs on an individualized basis</p> <p>Attendance rate improved in 2017</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing focus</p>

## Future Outlook for 2018

In 2018 the school will continue to strive for excellence.

Please see below the school's 2018 priorities, targets and timelines:

### **Improvement priority - LITERACY**

Actions	Targets	Timelines
School wide consistent practice through Seven Steps to Writing and 6+1 Traits of writing	100% of teachers	2018
Daily writing to increase writing stamina, automaticity and fluency/flow schoolwide	100% Prep-Year 6 classes	2018
Continue explicit improvement in reading with an emphasis on complex texts and increasing teacher capability with Text Dependent Questions (TDQs)	100% of teachers	2018

### **Improvement priority - NUMERACY**

Actions	Targets	Timelines
Number Fluency- Focus on developing number facts to mastery by daily explicit practice	100% of P-6 teachers	2018
Development of Guaranteed and Viable Curriculum with use of proficiency scales and supporting vertical alignment through the MCSS Maths edStudio	100% of all staff	2018

### **Improvement priority-STEAM-putting the A in STEM**

Actions	Targets	Timelines
Innovation through the application of Science ,Engineering, The Arts and Digital Technologies	100% classes	2018

### **Improvement priority-Attendance**

Actions	Targets	Timelines
Improved school attendance through rigorous monitoring, communicating early with non-attendees, assembly rewards for attending, constant promotion and monitoring of the <i>Every Day Counts</i> initiative	100% classes	2018

### **Improvement priority-Instructional Leadership-Staff**

Actions	Targets	Timelines
Annual Performance Review Process aligned with coaching and feedback model	100% staff	2018
Engage staff members in sharing their expertise and understanding of effective pedagogy with each other- Peer WOW (Watching Others Work)		

# 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 2017:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	639	297	342	15	96%
<b>2016</b>	677	326	351	20	93%
<b>2017</b>	705	327	378	19	95%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

The school is located within the Mudgeeraba area of the Gold Coast hinterland. The area is semi-rural with urban development encroaching upon the school from the east.

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

Students identifying as Aboriginal or Torres Strait Islanders comprise 3% of the student population. We have a growing number of students with a Non-English Speaking Background (NESB). The school also comprises many immigrant families drawing from 30 nationalities. Nationalities represented are from the following countries: UK, Malta, Slovakia, Spain, Holland, Italy, Russia, Ukraine, Poland, Sweden, Greece, Japan, Indonesia, Thailand, Samoa, France, South Africa, Serbia, Croatia, Yugoslavia, Vietnam, Iran and India.

The school campus is coeducational and all classes have a range of needs and abilities. The 26 class groups were formed on an age grade basis with two multiage classes formed on need. Classes consist of single teaching units where teachers work together in year level teams and sector/phase groups to implement a whole of school curriculum based on the Australian Curriculum.

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

Enrolment growth has been strong over the past four years. In 2013 there were 611 students and a declining enrolment trend. In 2017 the enrolment has grown to 705 students and upward trending .

## Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	24
Year 4 – Year 6	26	28	24

## 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:

- High yield instructional strategies based on the 41 effective teaching strategies of ASoT- a common and coordinated approach to teaching e.g. for literacy blocks and the use of CAFÉ, a tool to engage all students in daily literacy instruction and assessment ; Daily 5 - a tool to foster literacy independence; units of work aligned with the Australian National Curriculum.
- Use of evidence based management strategies through maintaining classroom rules and procedures through the Positive Behaviour for Learning (PBL) program with a focus on the explicit teaching of behavioural skills thus providing a safe supportive environment that is conducive to learning.  
An integral part of the PBL is the introduction of the Leader in Me- The 7 Habits of Happy Kids (Stephen R. Covey). The embedding of the 7 Habits into almost any activity develops resilience, risk tasking and leadership within our students.
- Use of effective and specific curriculum design strategies with a focus on students 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/High Yield Strategies daily in the classrooms
- A coaching and feedback model to provide feedback to teachers regarding their pedagogy and improving effective pedagogical instruction.

#### Early Years Oral Language Programme (P-2):

The school has purchased an additional speech pathologist under the Investing for Success funding program to strengthen the oral language of the Prep and Year 1 students. The programme is based on a train the trainer model and the speech pathologist coaches the teachers in the oral language programme to ensure this is sustainable over coming years. In 2017 the program was extended into Year 2 and in 2018 it will extend into Year 3.

#### Extension of Upper Two Band students:

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 International Competition and Assessments for Schools (ICAS) are strongly encouraged. In the classroom on a daily basis the students deepen their knowledge through well-structured higher order thinking activities and high yield strategies provided through a differentiated instructional approach.

**Performing Arts Programs:**

Student performance skills are encouraged and developed through many opportunities to participate in the school music and drama programs. The school offers a Junior and Senior Choir.

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

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

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

**Japanese Program:**

Students from Years 4-7 engage in formal Japanese lessons. The school also hosts various international Japanese study groups annually. In Term 4 2017 Japanese was introduced as a trial for one of the Prep classes. The vision is to extend the programme into Prep for 2018.

**Extra curricula activities**

Below is a list of some of the opportunities offered to Mudgeeraba Creek students in 2017:

Choirs and Mudgee Folk School Bands – Junior; Senior Strings Ensemble Class Assembly Presentations Student Leadership – Student Leaders’ Council, National Young Leaders Day for Student Council Student Council House Captains Music Captains School Camps (Yrs 4, 5 and 6) Green Heart Cluster Speaking Competition (Yrs 1-6) Chess Club Student Discos ICAS Testing Lunchtime Clubs- Chess, Book Club, Table Tennis, Science, Construction, Board Games, Netball	School, District, Regional, State Sporting representation 100km Cross Country Training Club School Excursions/Incursions AFL Shine Program Before school tennis program Under 8’s Day Prep Signature Programmes- MANES and FUGES nights, breakfasts and pirate days Year 6 Canberra Excursion Year 5 Tyalgum Camp Excursion Year 4 Thunderbird Park Overnight Camp (introduced in 2017)
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## How Information and Communication Technologies are used to improve learning

Through the Investing for Success funding iPads have been purchased for year levels so they can be used during literacy or maths blocks to enhance teaching.

With the enrolment growth in 2017 one of the computer labs was dissolved and a mobile bank of computers replaced the lab. As part of the increasing focus on 21<sup>st</sup> Century learners, staff are encouraged to engage with technology as a teaching tool. In 2018 it is envisioned there will be three mobile labs meeting the needs of the growing school population. Having both the Windows and Apple platforms available in the school allows students to engage with both platforms seamlessly.

The Science, Technology, Engineering and Maths (STEM) class and the introduction of the Digital Technology (DT) class has been provided with their own bank of iPads to enhance the teaching of coding. The introduction of Bee-Bots and the Scratch program has contributed greatly to student confidence in engaging with digital technologies. Mudgeeraba Creek State School was one of the first primary schools to engage two dedicated STEM and DT specialist teachers to deliver required programs. Teaching staff have visited both classes with their students over the past two years as a 'train the trainer' model so effective implementation can occur in all year levels.

## Social Climate

### Overview

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

The school is viewed as a community with very clear expectations regarding behaviour and learning. As evidenced by positive parent and staff responses in the annual opinion surveys the school is seen as a safe and supportive place to be (Parents-98%-school is a safe place-above both Like and State Schools across the state; and 97% believe the school is a good school.) 100% of staff enjoy working at the school (this has been a consistent trend over the past three years) and 100% feel safe at the school. 97% of students believe they are safe at school (an upward trend) and 85% believe behaviour is being well managed. The school also has a Student Wellbeing Coordinator who is employed to be proactive in teaching students the necessary skills for making responsible choices in their learning and behaviour.

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

Celebrations and school events are well attended by the community. The P&C works closely with the principal and the school staff to promote the school positively in the community.

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

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	98%	98%	98%
this is a good school (S2035)	100%	98%	97%
their child likes being at this school* (S2001)	99%	98%	99%
their child feels safe at this school* (S2002)	99%	98%	98%
their child's learning needs are being met at this school* (S2003)	92%	97%	94%
their child is making good progress at this school* (S2004)	93%	95%	95%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	93%	94%
teachers at this school motivate their child to learn* (S2007)	94%	96%	98%
teachers at this school treat students fairly* (S2008)	94%	92%	96%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%	98%
this school works with them to support their child's learning* (S2010)	98%	96%	95%
this school takes parents' opinions seriously* (S2011)	95%	95%	97%
student behaviour is well managed at this school* (S2012)	94%	96%	94%
this school looks for ways to improve* (S2013)	98%	98%	97%
this school is well maintained* (S2014)	98%	97%	95%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	92%	95%
they like being at their school* (S2036)	93%	91%	93%
they feel safe at their school* (S2037)	94%	93%	97%
their teachers motivate them to learn* (S2038)	95%	94%	98%
their teachers expect them to do their best* (S2039)	95%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	88%	91%	90%
teachers treat students fairly at their school* (S2041)	88%	86%	89%
they can talk to their teachers about their concerns* (S2042)	92%	88%	89%
their school takes students' opinions seriously* (S2043)	86%	88%	93%
student behaviour is well managed at their school* (S2044)	87%	88%	85%
their school looks for ways to improve* (S2045)	94%	93%	95%
their school is well maintained* (S2046)	95%	92%	94%
their school gives them opportunities to do interesting things* (S2047)	86%	87%	95%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%	98%	97%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	97%	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%	98%
student behaviour is well managed at their school (S2074)	98%	96%	91%
staff are well supported at their school (S2075)	98%	96%	98%
their school takes staff opinions seriously (S2076)	98%	98%	98%
their school looks for ways to improve (S2077)	100%	100%	98%
their school is well maintained (S2078)	100%	98%	100%
their school gives them opportunities to do interesting things (S2079)	100%	95%	98%

\* 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 and general class organisation
- Many parents assisted on Under 8's Day either by running stalls or having their own
- School Banking- our three volunteers are school parents
- Religious Instruction, 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 before school club
- Enhanced school communication through the webpage, electronic signboard, emailed weekly News Flash and Facebook has led to positive feedback from parents and carers
- 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 continues to enhance school resources from fundraising
- Prep parents in particular participate fully in the Prep program through assisting with the extra curricular 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 Program.
- Many parents have assisted with relief teacher aide work and the school has supported them by encouraging them to undertake further study in this area
- The Koala Joeys Programme- a weekly event for Pre-Prep children and their families which is run by two of the staff who have been trained as facilitators to run the programme which promotes early literacy through games and play

## Respectful relationships programs

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

Through the PBL /& Habits of Happy Kids program, students have been taught to be resilient, leaders of self and others and solutions focused. The outcomes of shared leadership and its impact on student learning and staff morale is clearly documented. The need to be in a safe and supportive environment –PBL- and the need to have shared leadership and respect is clearly articulated in the school's Responsible Behaviour Plan and embedded in school culture. The school's registration for the annual Bullying No Way! national event is well documented. At this event the annual signing of the anti-violence declaration between school, students, staff and parents is undertaken publicly and celebrated. Friendships and celebrating diversity are clearly understood on the campus.

The school's inclusive culture ensures all diversity is respected. Students who require more assistance are supported and provided with intensive learning to ensure their emotional needs are met.

The pastoral care of staff and the chaplain ensure all students and families are aware of the school's role in the community. External organizations such as Act 4 Kids, the Daniel Morcombe Foundation and Life Education Trust all contribute to the school's respectful relationship programs.

## 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	2015	2016	2017
Short Suspensions – 1 to 10 days	12	30	22
Long Suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## 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
- Air conditioners are serviced annually to ensure optimum performance
- Solar panels have been installed on the roof of the Administration building
- All fluorescent bulbs in the school have been changed to more energy efficient ones
- School security lighting is on a timer
- All vegetation trimmed is mulched for our gardens
- Trees pruned around buildings where they were shading the Solar Panels to maximise sun exposure.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	190,582	5,101
2015-2016	181,318	3,465
2016-2017	188,703	2,909

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

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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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	59	34	<5
Full-time Equivalents	52	23	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	7
Graduate Diploma etc.**	11
Bachelor degree	36
Diploma	5
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 2017 was \$37 000.

Please note this figure only reflects attendance at Professional Development Courses but not what was 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 - Coaching and Feedback Model
- Beginning teacher mentoring
- Releasing teachers to observe colleagues who are examples of best practice –WOW (Watching Others Work)
- 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
- PBL Training- MAPA Training
- Teacher release for coaching and feedback sessions

- Leadership training (Principal, DPs, BAT. ST: Literacy and Numeracy, Master Teacher), Business Services Manager
- Purchasing Training, Corporate Card Training
- Work Place Health and Safety
- First Aid-EpiPen, Anaphylactic, Diabetes, CPR , Asthma Training
- Special Education –Individual Support 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 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	94%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	94%	91%

\*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 2017 for all Queensland Primary schools was 93%.

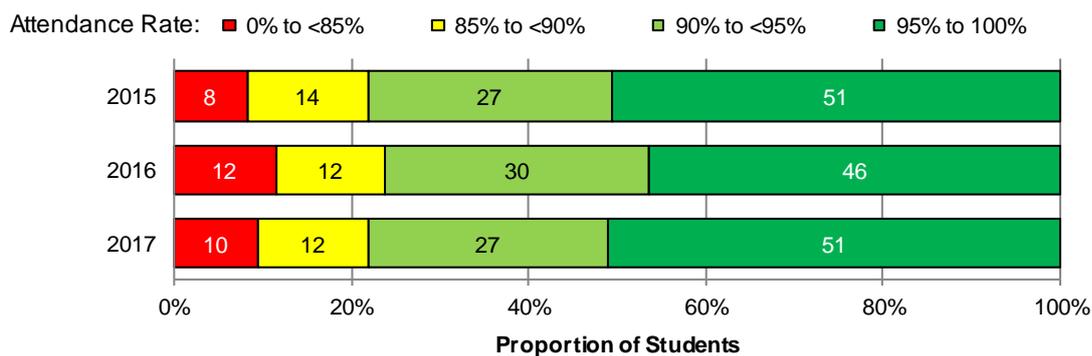
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	93%	93%	95%	94%	95%	93%	NA	NA	NA	NA	NA	NA
2016	93%	92%	93%	94%	92%	93%	91%	NA	NA	NA	NA	NA	NA
2017	93%	95%	94%	93%	93%	93%	93%	NA	NA	NA	NA	NA	NA

\*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 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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Mudgeeraba Creek rolls are marked electronically twice a day by the classroom teacher. The rolls are marked at approximately 9am at commencement of lessons and again at approximately 1:50pm after the second lunch break.

Students who are absent must provide a written explanation from their parent, or an explanation can be left by a parent on the day of absence via the Student Absentee phone line. Where a valid reason for absence has not been received by 9.10am and the student has been marked absent, as per the Same Day Absences Notification procedure, an SMS will be sent to the registered parents/carers. Students who arrive late or leave early must be signed in or out through the office. If a pattern of absenteeism or of frequent early and late departures emerges, parents are contacted as to the reasons for the absenteeism

If students have 3 or more days of unexplained absence and the school is unable to contact the carer a letter is sent home.

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

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

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

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

## 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.