Mudgeeraba Creek State School

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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 six years the school enrolment has grown considerably due to the signature programmes of STEM, Digital Technology, Science and individualised programmes offered to ensure every student is succeeding at our school. 2018 Enrolment trends were not adversely affected by the implementation of an Enrolment Management Plan mid 2017.

The school is proud of student achievements in several areas.

In 2018 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 seventh year in a row.

2. Best overall primary school at the STAQ (Science Teachers' Associaiton of Queensland) awards.

3. Improved NAPLAN results- The school has had an upward trend and strong trajectory of improvement over the past five years and in 2018 produced the best results since the natoinal testing programme commenced.

4. Introduction of the Japanese language into Prep taught by a specialist language teacher.

5. Over the past four years our participation in the Premier's Reading Challenge has dramtaically increased.It has gone from a participation rate of 59% and only 5 classes having a 100% participation rate in 2015 , to 86% across the school involved in the Challenge and 21 classes having 100% participation rates in 2018.

6. A successful school musical, Arrival Gate, in which all students from Year 2- Year 6 participated.

7. Book Fair and Book Week continue to be highlights of the school calendar for all our young readers.

8. Attendance at our school has shown a marked increase on a daily basis over the past year. The keeping of daily Learning Logs in the classroom whereby students can articulate their reasons for absence has given students ownership of their attendance. Also, the use of the department's resources to stress to parents the importance of being at school every day has assisted in ensuring *Every Day Counts* at Mudgeeraba Creek. Our average attendance rate over the past two years has shown improvement. In 2018 we exceeded the state wide achievement for attendance at a state primary school (92%) by achieving 93%.

9. Once again our School Opinion Survey results indicated strong support of the school from the community.

10. MCSS won the annual Futsal Boys' Gala Day championships at Robina SHS. The Rugby Union team finished a respectable 3rd against other competing schools in the DNK Cup.

In 2019 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 achieving all indicators of being a high reliability/highly effective school.

High staff morale, upward trending of student satisfaction and excellent feedback from parents in 2018 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 2019 will include and continue to focus on, the following:

- Sustaining the focus on reading and writing improvement
- Sustaining a focus on Number fluency and recall
- Vertical alignment of subjects to cater for all students through a Guaranteed and Viable Curriculum
- Upskilling to the New Art and Science of Teaching pedagogical framework
- Development of school wide agreed writing practices and approach

School progress towards its goals in 2018

The 2018 school priorities comprised, but were not limited to, the following:

Goal	Achieved in 2018	Progress in 2018	2019 expectation
Explicit Improvement in Numeracy **Number Problem Solving** Consistent approach across school- use of common language	YES	Consistent metalanguage for teaching of number developing	Number fluency consistent approach to be embedded
Targeted problem solving, connection making, deeper understanding, reflecting, communicating and risk taking to be undertaken	YES	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 to support differentiation
Explore MCSS Balanced Maths Program including Daily 5 Framework to support a variety of experiences for maths learners	PARTIAL	Many staff engaged in Daily Five	Deepen the practice of Maths Daily Five
Number Fluency- Focus on developing number facts to mastery by daily explicit practice	YES	Ongoing focus on fluency	Embed the practice
Development of Guaranteed and Viable Curriculum with use of proficiency scales and supporting vertical alignment through the MCSS Maths edStudio	YES	Most teachers engaged with working with ACARA and developing proficiency scales	Ongoing
Innovation through the application of Science ,Engineering, The Arts and Digital Technologies	YES	The 'A' put into STEM and STEAM initiative developed Performing Arts developed through specialist teaching in Term 1 and full school production.	Ongoing

Goal	Achieved in 2018	Progress in 2018	2019 expectation
Explicit improvement in English School wide consistent practice through Seven Steps to Writing and 6+1 Traits of writing	YES	Development of consistent practices in writing and agreed principles. Staff surveys undertaken to gauge expertise in this area.	MCSS Balanced and Effective Writing program continues to be **developed** across all classrooms from P-6
Daily writing to increase writing stamina, automaticity and fluency/flow schoolwide	YES	Introduction of Writing on Demand, Stimulus Writing and Quick Writes embedded across school	Explicit targeted intervention in writing with school wide focus on The Writing Process and consistent practice
Continue explicit improvement in reading with an emphasis on complex tests and increasing teacher capability with Text Dependent Questions (TDQs)	YES	PD delivered in this area and work with Regional Coach to embed	Ongoing and embedded within practice
Improved school attendance through rigorous monitoring, communicating early with non-attendees, assembly rewards for attending, constant promotion and monitoring of the *Every Day Counts* initiative	YES	Attendance rate improved in 2018	Ongoing focus
Improvement priority-Instructional Leadership-Staff Annual Performance Review (APR) Process aligned with coaching and feedback model	YES	All APRs are current	Ongoing annually
Engage staff members in sharing their expertise and understanding of effective pedagogy with each other- Peer WOW (Watching Others Work)	YES	Shared expertise –more Beginning Teacher Mentors trained	Ongoing

Future Outlook for 2019

In 2019 the school will continue to set high expectations to achieve excellence.

Please see below the school's 2019 priorities, targets and timelines:

Improvement priority - LITERACY

EXPLICIT WRITING INSTRUCTION		
Actions/Strategies to support improvement	Targets	Timelines
• School wide consistent practice through explicit dynamic instruction • Daily writing to increase writing stamina, automaticity and fluency/flow schoolwide • Seven Steps to Writing and 6+1 Traits of writing explicitly taught in Writers' Workshops	100% of teachers	2019
Actions/ Strategies to support improvement	Targets	Timelines
Continue explicit improvement in reading with an emphasis on complex tests and increasing teacher capability with Text Dependent Questions	100% of teachers	2019

Improvement priority - NUMERACY

Strategy		
Actions	Targets	Timelines
Number Fluency- Focus on developing number facts to mastery by daily explicit practice	100% of P-6 teachers	2019
Strategy		
Actions	Targets	Timelines
Development of Guaranteed and Viable Curriculum with use of proficiency scales and supporting vertical alignment through the MCSS Maths edStudio	100% of all staff	2019

Improvement priority-STEAM

Strategy		
Actions	Targets	Timelines
Innovation through the application of Science, Engineering, The Arts and Digital Technologies	100% classes	2019

Improvement priority-Attendance

Strategy		
Actions	Targets	Timelines
Maintain improved school attendance through rigorous monitoring, communicating early with non-attendees, rewards for attending, constant promotion and monitoring of the *Every Day Counts* initiative	100% classes	2019

Improvement priority-Instructional Leadership

Strategy		
Actions	Targets	Timelines
Annual Performance Review Process aligned with coaching and feedback model	100% staff	2019
Engage staff members in sharing their expertise and understanding of effective pedagogy with each other- Peer WOW (Watching Others Work)		
Middle Leaders Development- all Middle Leaders involved in professional developing and internal coaching regarding their educational leadership	50% of ML achieving promotional roles	2019

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	677	705	699
Girls	326	327	323
Boys	351	378	376
Indigenous	20	19	25
Enrolment continuity (Feb. – Nov.)	93%	95%	95%

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

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 natural environment which provides the backdrop to Mudgeeraba and the head waters of Mudgeeraba Creek is the Springbrook National Park which is part of the Gondwana Rainforests of Australia World Heritage Area. The Mudgeeraba Creek flows from the Springbrook National Park and winds its way past our school before flowing through Robina and on to join the Nerang River before flowing to the open sea. Our school is proud to take its name from such a significant natural environment. Since the school was established in 1996 our site has been developed into a leafy green learning environment with many facilities.

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 language background other than English. 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 31 class groups were formed on an age grade basis with one multiage class 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 five years. In 2013 there were 611 students and a declining enrolment trend. In 2018 the enrolment has grown to 710 students and upward trending.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	22
Year 4 – Year 6	28	24	24
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

The Art and Science of Teaching (ASoT) - a common pedagogical approach:
A consistent pedagogical framework is used at the school to enhance effective instruction of students which contributes to consistent and precise teaching and delivers better outcomes.

Effective Classroom Pedagogy comprises:
 ➢ High yield instructional strategies based on the 41 effective teaching strategies of ASoT- a common and coordinated approach to teaching. At Mudgeeraba Creek we develop literacy blocks referencing Daily 5 - a tool to foster literacy independence; units of work aligned with the Australian National Curriculum and CAFÉ as a tool to focus engagement of all students in daily literacy instruction and assessment with individualised learning goals.
 ➢ Use of evidence based management strategies through maintaining classroom rules and procedures through the Positive Behaviour for Learning (PBL) programme with a focus on the explicit teaching of behavioural skills thus providing a safe supportive environment that is conducive to learning.

An integral part of the PBL and general capabilities from the Australian Curriculum is explicitly teaching concepts 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 taking 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 robust staff coaching and feedback model to provide feedback to teachers regarding their pedagogy and improving effective pedagogical instruction.

Performing Arts Programs:
Student performance skills are encouraged and developed through many opportunities to participate in the school music and drama programmes. The school offers a Junior and Senior Choir.
Instrumental Music offerings include a Strings, Brass and Woodwind programme. 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. All of the music programmes are celebrated twice a year at Musical Showcase performances.

The school is also very active in participating in the annual Green Heart Cluster Speaking competition which involves the local schools and Year 5 and 6 students participate in the Gold Coast Primary Schools debating competition.

Early Years Oral Language Programme (P-2):
The school has purchased an additional speech pathologist under the Investing for Success funding programme 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. A programme called "Book Club" developed by Queensland based speech pathologists is used to drive improvement in development of reading comprehension and vocabulary through sharing and responding to text.

Extension of Upper Two Band students:
Students are provided with numerous opportunities to develop their academic talent. 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.
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.

Japanese Programme:
Students from Years 4-6 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 and the programme was introduced into Prep in 2018. Our vision is to continue to grow the Japanese programme, extending it as this cohort moves up, until it becomes a whole school programme in 2021.

Extra curricula activities
Below is a list of some of the opportunities offered to Mudgeeraba Creek students in 2018:

True Believers Choir	School, District, Regional, State Sporting representation
School Bands – Junior; Senior	100km Cross Country Training Club
Strings Ensemble	School Excursions/Incursions
Class Assembly Presentations	AFL Shine Program
Student Leadership – Student Leaders' Council, National Young Leaders Day for Student Council Student Council House Captains	Before school tennis program
	Under 8's Day
Music Captains	Prep Signature Programmes- Easter Hat Parade, Japanese Children's Day Event, Pirate Days
Green Heart Cluster Speaking Competition (Yrs 1-6)	Year 6 Canberra Excursion
Chess Club	Year 5 Tyalgum Camp Excursion
Student Disco	Year 4 Thunderbird Park Overnight Camp (introduced in 2017)
ICAS Testing	
Lunchtime Clubs- Chess, Book Club, Table Tennis, Science, Construction, Board Games, Netball	

How information and communication technologies are used to assist learning

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

With the enrolment growth in 2018 the second of the computer labs was dissolved and a mobile bank of computers replaced the lab. As part of the increasing focus on 21st Century learners, staff are encouraged to engage with technology as a teaching tool. In 2019 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. In 2019 a BYOD year level will be investigated.

The Science, Technology, Engineering and Maths (STEM) class and the Digital Technology (DT) class has been provided with their own bank of iPads to enhance the teaching of coding. The Bee-Bots, Lego robotics and the Scratch program have 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 three 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%-their child feels safe at our school 99% believe the school is a good school.) 97% of staff enjoy working at the school and 97% feel safe at the school. 94% of students believe they are safe at school 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, Mathletics, 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

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)	98%	98%	93%
• this is a good school (S2035)	98%	97%	99%
• their child likes being at this school* (S2001)	98%	99%	99%
• their child feels safe at this school* (S2002)	98%	98%	98%
• their child's learning needs are being met at this school* (S2003)	97%	94%	92%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	95%	95%	94%
• teachers at this school expect their child to do his or her best* (S2005)	97%	98%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	96%	98%	96%
• teachers at this school treat students fairly* (S2008)	92%	96%	96%
• they can talk to their child's teachers about their concerns* (S2009)	98%	98%	97%
• this school works with them to support their child's learning* (S2010)	96%	95%	93%
• this school takes parents' opinions seriously* (S2011)	95%	97%	93%
• student behaviour is well managed at this school* (S2012)	96%	94%	93%
• this school looks for ways to improve* (S2013)	98%	97%	94%
• this school is well maintained* (S2014)	97%	95%	99%

* 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)	92%	95%	98%
• they like being at their school* (S2036)	91%	93%	94%
• they feel safe at their school* (S2037)	93%	97%	94%
• their teachers motivate them to learn* (S2038)	94%	98%	98%
• their teachers expect them to do their best* (S2039)	98%	98%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	90%	94%
• teachers treat students fairly at their school* (S2041)	86%	89%	91%
• they can talk to their teachers about their concerns* (S2042)	88%	89%	89%
• their school takes students' opinions seriously* (S2043)	88%	93%	93%
• student behaviour is well managed at their school* (S2044)	88%	85%	85%
• their school looks for ways to improve* (S2045)	93%	95%	96%
• their school is well maintained* (S2046)	92%	94%	93%
• their school gives them opportunities to do interesting things* (S2047)	87%	95%	93%

Percentage of students 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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
• they receive useful feedback about their work at their school (S2071)	98%	97%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	98%	97%
• student behaviour is well managed at their school (S2074)	96%	91%	95%
• staff are well supported at their school (S2075)	96%	98%	95%
• their school takes staff opinions seriously (S2076)	98%	98%	95%
• their school looks for ways to improve (S2077)	100%	98%	100%
• their school is well maintained (S2078)	98%	100%	98%
• their school gives them opportunities to do interesting things (S2079)	95%	98%	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

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 monthly 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 education programs

Explicit lessons have been developed to explore ideas of the 7 Habits of Happy Kids by Steven Covey. These Habits provide an effective framework for students to develop knowledge and skills that support emotional development and self-awareness. This is also the foundation of our PBL behaviour matrix and students are continually reflecting on behaviours that demonstrate the school values of Friendship, Achievement and Respect.

The school also delivers lessons in Health Units that support student knowledge and understanding of self-identity and protective behaviours. The school engages Life Education to present a series of lessons across the school that includes information about respectful relationships, friendships, puberty and safe behaviours.

The school regularly hosts presentations such as from Denise & Bruce Morcombe (Daniel Morcombe Foundation) and annually marks National Day of Action Against Bullying with explicit teaching and a Student Council 'Wear Orange' Day.

Staff are provided with professional development in recognizing and responding to child safety concerns. The school's Student Services Team, including Student Wellbeing Coordinator and Guidance Officer, regularly support staff who are working with student or families who presenting as vulnerable. The Team also directly supports students and families who are vulnerable. The Leadership Team including the Principal, are directly involved in case managing a range of support that is coordinated within and beyond the school.

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	30	22	28
Long suspensions – 11 to 20 days	1	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

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 and run at state government preferred temperatures
- 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
- The development of the STEM garden has seen an emphasis on sustainability with a Bush Tucker and Creek Café Garden being planned so fresh produce can be sourced by the Creek Café (tuckshop).

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	181,318	188,703	198,992
Water (kL)	3,465	2,909	2,032

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.

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

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

Note:

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

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	61	39	<5
Full-time equivalents	56	27	<5

*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	0
Masters	4
Graduate Diploma etc.*	10
Bachelor degree	44
Diploma	3
Certificate	0

*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 $33 330.80

The major professional development initiatives are as follows:

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 first aid training
- 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 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.	97%	94%	96%

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	93%	93%	93%
Attendance rate for Indigenous** students at this school	94%	91%	92%

* 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.

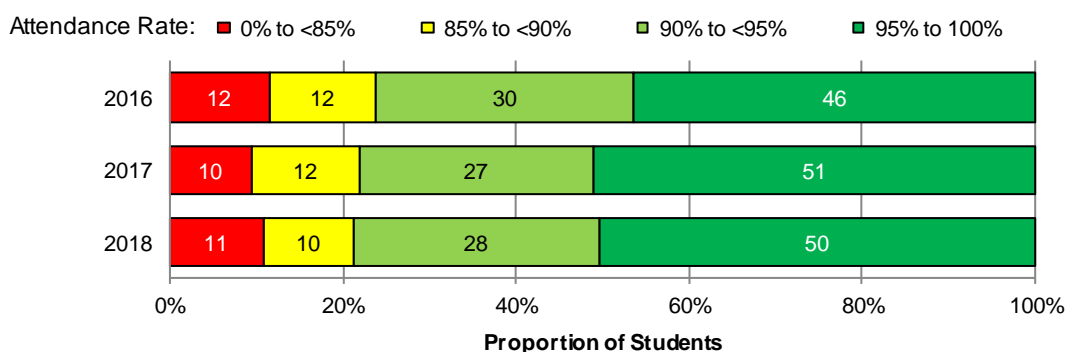Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	93%	94%
Year 1	92%	95%	93%
Year 2	93%	94%	94%
Year 3	94%	93%	94%
Year 4	92%	93%	93%
Year 5	93%	93%	93%
Year 6	91%	93%	91%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9		NA	
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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	12	12	30	46
2017	10	12	27	51
2018	11	10	28	50

Proportion of Students

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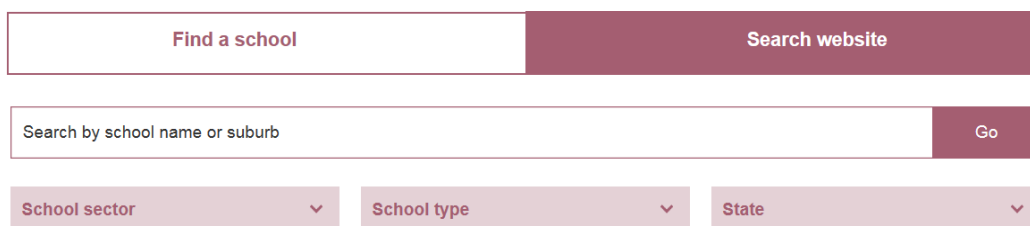
Persistent cases of absenteeism or truancy are dealt with by sending a formal letter home, reminding parents of their obligations under the Education Act (EGPA 2006) and arranging an interview with the principal and other support staff / agencies to put a plan in place to improve the situation.

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* 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.