Mudgeeraba State School

"Simply the Best"

	PO address	Old Coach Road, Mudgeeraba, 4213
	Phone	5569 1777
	Fax	5569 1700
	Email	the.principal@mudgeerass.eq.edu.au
	Website	www.mudgeerass.eq.edu.au

Principal's foreword

Introduction

During 2008 we continued to maintain our proud history of achieving quality educational outcomes for our students. Our school has implemented a strategic focus that has maintained us at the 'cutting edge' of education. We are very proud of our achievements as a school in growing our students' academic, social, emotional, cultural and physical skills. During the year we undertook to implement a broad range of teaching and learning activities and improvement strategies which had direct benefits for the learning of our students. These included:

- undertaking a significant review of our curriculum documentation to ensure alignment with the new Queensland Curriculum Assessment and Reporting Framework;

- preparing our students for the first National Assessment Program – Literacy and Numeracy (NAPLAN) test;

- undertaking a review of the teaching of literacy across Years P – 3 with the implementation of a differentiated curriculum and a strong focus on improving students' levels of communication;

- planning for and implementing common assessment tasks across all year levels and moderating student achievement;

- celebrating the successes of our students at regular community assemblies;

- creating an active learning room for P-3 teachers to access a range of resources critical to delivering enhanced learning programs to their students;

- creating a pre-immersion Japanese LOTE class for Years 6 and 7 students which provided them with enhanced opportunities to improve their skills in the Japanese language and their understanding of the Japanese culture;

- maintaining our strong links with our sister schools in Hasuda through our biennial trip to Japan involving 35 of our Year 6 and 7 students, 3 staff members and 2 parents;

- welcoming students from Hasuda for their annual homestay experience at Mudgeeraba;

- co-operatively planning intervention programs with the involvement of class teachers, learning support staff and teacher aides to better cater for the learning needs of identified students;

- creating a database to support decision-making for whole-of-school intervention services;

- celebrating the talents of approximately 200 of our students at our annual Gala evening – a celebration of song, dance, music and drama;

- undertaking a review of the teaching of numeracy across Year 4 – 7 with the implementation of improved teaching and learning practices;

- implementing a range of co-curricular opportunities involving academic, cultural and sporting challenges for a broad range of students;

- enhancing the integration of Information and Communication Technologies (ICT's) into our teaching and

learning programs - introducing interactive whiteboards into fourteen of our classrooms;

- undertaking the implementation of an integrated curriculum framework which focuses on student understanding of the past, present and future perspectives of an issue of contention or interest;

- implementing Under 8's week and Book Week activities and conducting regular junior school assemblies where the talents of our students were put on display;

- involving our students in real-life learning experiences with the planning of their class stall for our annual Spring Fair held on the last Friday of Term 3;

- reviewing the early years curriculum with the implementation of a continuity tool for teaching and learning, identifying benchmarks for student learning and initiating extended moderation processes;

- implementing a school wide, hands-on, investigative Science program;

- implementing a broad Arts program including dance, drama, visual arts and music for all students;

- providing co-curricular opportunities for all P-3 students through Friday Challenges – an opportunity for students to engage in activities of interest or passion;

- broadening opportunities for parents to become strong partners in their children's education through parent education programs;

- continuing the implementation of the School-wide Positive Behaviour Support Program to ensure that our school environment is supportive of all students; and

- developing a broader range of professional learning opportunities for all staff members.

As we checked our ongoing progress we evaluated our performance against three criteria:

Is what we are doing in the best interests of our students?

Is this the best that we can do?

Are we prepared to be personally accountable for the job that we are doing?

Garry Lacey - Principal

Future outlook

"The sum of human knowledge and the complexity of human problems are perpetually increasing, therefore every generation must overhaul its educational methods if time is to be found for what is new." (Bertrand Russell)

This quote encapsulates the future that we are trying to achieve for students at Mudgeeraba. Our ongoing challenge is to offer educational programs that suitably equip our students for a future that will be significantly different to our past.

During 2008 our school undertook a Triennial School Review (TSR) process. This collaborative process involved key stakeholders – parents, students and staff members. The TSR provided us with an opportunity to identify and celebrate our successes as a school over the 2006-2008 triennium, critically review key areas of our operations and undertake a strategic planning process to determine our school's future direction for 2009-2011.

This future is articulated through our "Big Rocks" – those things that are important to us as a school community in an ongoing capacity. These were collaboratively developed with the school community, and will provide the strategic focus for our school's operation for the 2009-2011 triennium. The "Big Rocks" for Mudgeeraba are:

- maintaining a strong sense of community;

- being child-centred;
- providing curriculum challenges for all;
- being inclusive in our practices;
- planning co-curricular opportunities for all students;
- providing flexible learning environments;
- differentiating curriculum offerings;
- providing for life-long learning;
- skilling our students to be active citizens; and
- maintaining a professional learning community.

For the 2009-2011 triennium we will commit to aligning our school's actions to our 'Big Rocks' so that we can maintain a futures perspective to our curriculum and to our school's operations.

Our school at a glance

Mudgeeraba State School – 'Simply the Best'

School Profile

Mudgeeraba began the 2008 school year with 714 students.

Our school offered co-educational programs to students from Prep to Year 7 with students attending the school from 32 Gold Coast suburbs.

Curriculum offerings

During 2008 our school offered a broad range of curriculum programs to our students. These programs were implemented to enable them to grow academically, socially, emotionally, physically and culturally. These programs have proven to be very successful, are enjoyed by the vast majority and have received good support from our school community. Parents new to our school have commented on the breadth of curriculum opportunities that are offered to students enrolled at Mudgeeraba.

Opportunities existed for all students to be engaged in:

- classroom based literacy programs which focussed on providing students with core skills in reading and viewing, writing and design and speaking and listening;

- classroom based numeracy programs which focussed on the development of mental maths skills, knowledge and understanding of mathematical concepts, problem solving and investigation skills and the ability to articulate mathematical learning;

- a 'Spotlight on Science' program offering hands-on, investigative Science activities;

- an enhanced Arts program with students experiencing learning opportunities in dance, drama, music and the visual arts;

- an innovative, integrated curriculum framework providing students with opportunities to develop skills in the five identified competencies of the 21st century – learning, managing information, managing situations, active citizenship and relating to people;

- creating a safer and more supportive school environment through learning about and modelling our school-wide behaviour expectations – I am safe, I am responsible, I am respectful and I am a learner. Our school rules are taught to all students and student achievement is recognised with positive behaviour awards and raffle tickets;

- a whole-of-school, on-site swimming program;

- enhanced intervention programs, planned for differentiating individual program needs, with a particular focus on providing early and ongoing intervention in literacy and numeracy;

- the extensive use of ICT's which are integrated into classroom learning programs; and

- the development of thinking skills and philosophical perspectives.

Co-curricular Opportunities

A broad range of co-curricular learning opportunities is offered to students at Mudgeeraba. In 2008 these included:

- Friday Challenges – an opportunity for students in Years P-4 to develop skills in areas of passion or interest in academic, sporting and cultural pursuits – these included cooking, literature appreciation, art activities, drama, sport activities, ICT's and music;

- an Inter-school Sports Program, offered to all students from Years 5-7, including such sports as Rugby League, Soccer, Netball, Cricket, Touch Football and Basketball;

- an extension Arts program offered to students who demonstrate particular talents in dance, drama, visual arts and music;

- instrumental music, strings and vocal group programs which provided students with numerous

opportunities to demonstrate their talents to a variety of audiences including our end-of-year Gala Evening and the Gold Coast Eisteddfod;

- a range of academic challenges which included the Opti-minds challenge, chess, University of NSW academic competitions, debating and Speech Masters;

- an extensive student leadership program which provided opportunities for 45 of our Year 7 students to lead various school programs;

- a school camping program for students in Years 5-7;

- strengthening our links to Robina High School with participation in the League for Life program, visits to the Japanese immersion program and participation in the annual Futsal competition;

- a student council with representatives from all classes from Years 4-7 planning and undertaking identified community service projects;

- the Playground Leaders' Program which encourages older students to mentor younger students with their play;

- the STR program – an award winning program that enables our school to be environmentally friendly;

- a school triathlon – an opportunity for senior school students to challenge their stamina with a swim, ride and run;

- a whole-of-school speaking competition where children are challenged to produce a quality oral presentation to a particular genre.

How computers are used to assist learning

At Mudgeeraba we recognise that ICT's are an integral part of our daily lives and as such we must integrate their use into our teaching and learning programs. In 2008 we again invested a significant proportion of our school's budget into ensuring that every child had ongoing access to state of the art learning technologies.

Years P-3 – students are taught skills that familiarise them with computers. Such skills include logging on, using the Microsoft Suite, Kid Pix, printing, saving etc. Students also have access to a range of software that supports their learning. Many of these activities are taught in our computer lab and practised in the classroom. Students also have access to filtered internet sites that relate to their learning.

Years 4-7 – students are provided with opportunities to use computers and other ICT's like digital and video cameras. ICT activities which align to the learning of students are planned by their teachers in all aspects of the curriculum. When planning integrated units of work teachers provide ICT challenges for students that enable them to extend their abilities in this area of their learning.

Intervention staff use ICT's to enhance the learning of students who experience difficulties with their literacy and numeracy.

Fourteen of our classrooms have ongoing access to interactive whiteboards. Teachers are continually extending their repertoires of practice with these innovative teaching devices and are motivating student learning with state of the art learning activities.

Social climate

Mudgeeraba State School has developed a culture that is very supportive of all groups – students, staff, volunteers and visitors. We are recognised in the broader community for providing safe and supportive classroom and playground environments. Students, new to the school, are welcomed and fit in very easily to the school's routines and expectations. Teachers maintain classroom environments that are child-centred and supportive of the social and emotional development of their students.

During 2008 we continued the implementation of the School-wide Positive Behaviour Support Program. This research-based program provides a specific focus on developing and maintaining a school environment that is safe and supportive of all students. This program is directly linked to the school's

behaviour management program with the school's expectations having a direct link to our school rules. Each week we have a rule of the week which is taught in all classrooms and is reinforced through our fortnightly celebration assemblies. It is expected that all students at Mudgeeraba know our school's expectations, can provide examples of school rules linked to these expectations and continually model our expectations in all school settings.

Our school opinion survey data for students in 2008 indicated that the vast majority feel that Mudgeeraba provides a safe school environment, that they are treated fairly at the school and that they are happy to go to this school.

Opinion survey data for parents indicated strong support for our school's social skills development programs, sending their children to this school, the behaviour management of children at this school and student discipline. The majority of parents surveyed also indicated that they feel their children are treated fairly at this school and that they are safe while they are at school.

Involving parents in their child's education.

It is our belief that being a strong partner in their children's education is one of the greatest gifts a parent could give their child. At Mudgeeraba during 2008 we again provided parents with a vast number of opportunities to be involved in the life of our school and in their children's education. These opportunities included:

- participating in strategic planning processes as part of our school's Triennial School Review process and having genuine input into planning for the future of our school;

- being offered with opportunities to provide critical feedback to the school's leadership team on a range of issues throughout the year;

- providing support to classroom teachers with reading with students, making resources, supporting groups of students with their work etc;

- attending parent information sessions with class teachers to help with understanding of classroom expectations, homework procedures etc;

- attending our school's excursion programs to assist with student supervision;

- supporting our school's annual Spring Fair;

- providing support for our school's resource maintenance program;

- participating in parent education programs in support-a-reader, support-a-talker and the early years developmental continua for reading, writing and number;

- assisting with our intervention programs providing support for students with special needs;

- organising fund raising activities for the school;

- participating in activities organised by the P&C association;

- understanding how their child/ren are performing at school by engaging with teachers in parent-teacher interviews;

- supporting our school's uniform policy;

- accepting the responsibility of being a CPR – classroom parent representative – and attending twice termly meetings with the school's leadership team.

Our staff profile

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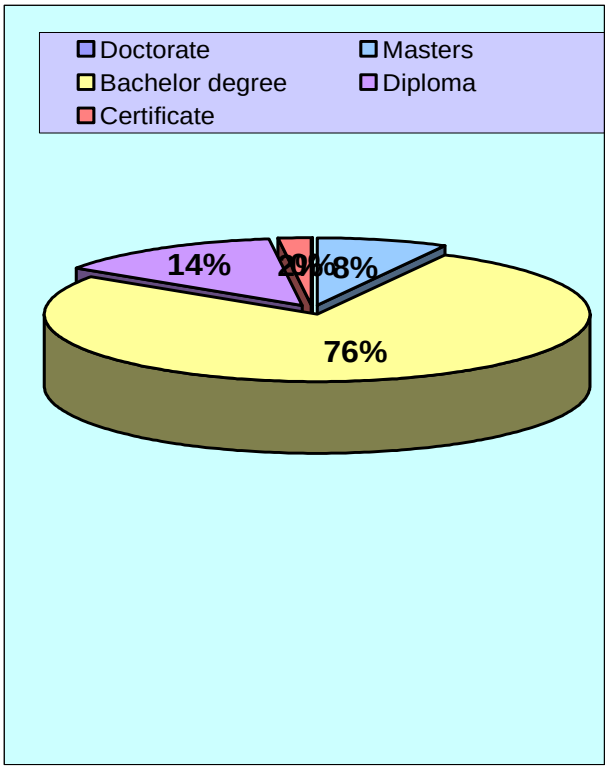
Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	39
Diploma	7
Certificate	1



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was $35 454. This amount equates to 37.25% of the general component of the school grant for the 2008 school year.

The major professional development initiatives included:

- teachers working in professional learning teams to develop integrated curriculum units with common assessment tasks;

- professional discussions through year level and sector meetings. Sharing of ideas and resources to enhance teaching and learning practices were integral to these discussions;

- opportunities for all staff to attend a variety of off-site professional learning programs which aligned to our strategic priorities; and

- providing opportunities for teachers 'watch others work' within our own school and at other settings.

During 2008 major focus areas for professional learning for teachers were effective literacy and numeracy teaching practices, mechanisms for effective assessment and reporting, integration of ICT's, and understanding the intent of the new Queensland Curriculum, Assessment and Reporting (QCAR) Framework.

The involvement of the teaching staff in professional development activities during 2008 was 100%.

Our staff profile

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Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2008 school year, 98% of staff were retained by the school for the entire 2008 school year.

Performance of our students

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Key outcomes

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.

Domain	Measures		Yr 3	Yr 5	Yr 7
Reading	Average score for the school		379	488	522
	Average score for Queensland		371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	93 %	88 %	90 %
Writing	Average score for the school		410	478	510
	Average score for Queensland		391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	91 %	84 %	87 %
Spelling	Average score for the school		358	471	509
	Average score for Queensland		366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	88 %	85 %	84 %
Grammar and Punctuation	Average score for the school		364	474	499
	Average score for Queensland		370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	90 %	86 %	90 %
Numeracy	Average score for the school		378	459	526
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	96 %	88 %	94 %

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	70 %
Writing	80 %

Performance of our students

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Number	80 %
Student attendance	

The average attendance rate as a percentage in 2008 was 93 %.

Value added

Mudgeeraba State School is very proud of its achievements with being able to add value to student and staff learning. During 2008 our most significant achievements included:

We again offered learning enrichment programs to a significant number of students who were experiencing difficulties with their learning. Data collected indicated that all students who were provided with this extra support made good gains with their learning in literacy and/or numeracy.

The number and variety of co-curricular opportunities offered to students was extensive. In all of these programs we endeavour to be inclusive of all students by offering a broad range of programs that enable students to further develop their skills in areas of expertise or develop skills in areas of interest or passion.

Our experienced cohort of teachers used their expertise to lead school programs throughout the year. Programs which benefited from teacher leadership included School-wide Positive Behaviour Support Program, Science, The Arts, Gifted and Talented Education, Curriculum Co-ordination, Inter-school Sport and our Learning Support program.

Our student leadership program recognised in excess of forty students as leaders in various areas including, school captains, sports captains and leaders in LOTE, ICT, Vocal Group, Drama, Dance, Cheerleading and Library. The opportunities offered to these students enabled them to grow their leadership skills, provide excellent role models for other students and set a positive tone within our school.

Our Special Education Unit provided an excellent program for students with identified disabilities. These programs ensured these students were included in as many mainstream programs as practical, were accepted as valued members of our school community and were provided with learning experiences that enabled them to experience strong feelings of success.

Our staff continued to implement integrated curriculum units that were inquiry and research based. These units encourage teachers and students to work together as co-learners to discover new knowledge and understandings about issues of mutual interest.

Parent, student and teacher satisfaction with the school

Each year schools undertake to determine how well they are doing by offering staff, students and parents opportunities to provide feedback on performance. Education Queensland's school opinion surveys are one tool that is used to provide such feedback. In 2008 the opinion surveys indicated that our school performed very well in the following areas.

83% of parents and 80.6% of students indicated that this is a good school;

80% of parents and 85.7% of students indicated that this school was providing a good education;

93.1% of parents and 86.7% of students were satisfied with the variety of school activities;

80% of parents and 84.9% of students were satisfied with the learning opportunities offered;

86.7% of parents indicated they were satisfied with the usefulness of learning experiences;

86.7% of parents indicated that their child is happy to go to this school;

84.2% of staff indicated that this is a safe place in which to work;

87.3% of staff are satisfied that they are treated with respect in this school;

100% of staff engaged in professional learning opportunities throughout the year; and

100% of staff are satisfied that they get on well with students in this school.

Many new parents who enrol their children into our school comment that Mudgeeraba State School is seen as a ‘good’ school in the community. The school is fortunate to have very positive ‘word of mouth’ support from within our parent body and from the community in general.