


Our school at a glance

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Principal's foreword

Introduction

"Aim for the Best"

Undurba State School is an amazing school with a strong value base designed to provide the best outcomes for all children who attend. The school also has a strong family base with many siblings spending their whole primary career with us, as well as a significant number of second generation enrolments.

Our espoused values are: Excellence in Endeavour, Respect for People, Integrity in Service, Professionalism in Performance, Unity of Purpose, Environmental Sustainability; Openness and encouragement in Relationships, and Commitment to Create a Sense of Belonging and Fun.

During 2007 we have continued our strong focus on literacy and numeracy which has enabled our students to achieve results that are either equal to or above state averages. Our Early Years program continues to build a strong foundation of effective literacy skills for our students in Years 1 and 2 and has resulted in major improvements in our Year 2 net data. Science has been an added focus curriculum area for the 2007/08 period.

The staff at Undurba State School are to be congratulated for their relentless focus and desire to improve learning outcomes for all students. Our teachers and teacher aides have completed significant professional development over the past 12 months in order to increase their knowledge, skills and understanding of the diverse learning needs of our students and how to cater for these needs in our classrooms.

The support staff at the school ensure our school is run effectively and is presented in the best possible manner.

The school's Parents and Citizens Association is led by a passionate group of parents who are committed to supporting the school. These parents work tirelessly to ensure the school is able to provide services to the children as well as additional funding for school projects. **Mark Hunter - Principal**

Future outlook

Strategic planning for 2008 and beyond has included a new process which has included the identification of systemic and school based needs for which strategic overviews have been created. This process includes the following aspects:

The identification of the **Strategic Area** for planning

The listing of **Elements** within this area which will be used as a measure of the school's growth

The development of **Descriptors** for a five point scale

The identification of the **Current Reality** for the school

The development of **Actions** to move the school forward in each of the identified elements.

For the ensuing 18 months, this plan will be the focus of the school's development. The areas that have been identified for strategic development include: Literacy, Numeracy, Science, Early Phase of Learning, Middle Phase of Learning, Learning Enhancement for All Program (includes - an analysis of the school's processes for catering for difference, the school's plans for catering for children from a Non-English Speaking Background, Indigenous children, children in care, children with a disability, those with learning support needs, and those who have been identified as gifted and talented); ICTs, the development of a Support School Environment, Office Management, Resource Centre Management, Valuing Staff and Leadership.

Our school at a glance

School Profile

“Aim for the Best”

Undurba State School is a coeducational school located in Murrumba Downs. We currently have 732 students in Prep to Year 7.

Curriculum offerings

Our distinctive curriculum offerings

At Undurba State School, we have a strong focus on literacy, numeracy, science and ICTs. All classes engage in a 2-hour literacy block on a daily basis where the skills of reading, writing, listening and speaking are explicitly taught. Numeracy skills are taught using a variety of strategies including the use of maths investigations where students use their understanding of mathematics and problem solving skills in real life situations.

Science, Studies of Society and the Environment, Health, The Arts and Technology skills are taught in Integrated Units of work. Each unit of work is designed to improve students' knowledge and understanding in each of the Key Learning Areas.

The Phonemic Awareness, Writing and Spelling (PAWS) program is an intensive literacy program that is delivered in Year 1. The program explicitly teaches phonological awareness, alphabet knowledge, word recognition and speech skills. This program is supported by our Learning Support teacher who provides additional support to students with learning difficulties.

Students in Year 5, 6 and 7 learn Japanese as part of our Language Other Than English (LOTE) program. Students participate in 2 lessons a week.

All students participate in music and Physical Education (PE). PE lessons are designed to improve students' fitness levels and develop skills in a variety of sports including athletics, golf, dance, etc.

Swimming is offered to students in Years 1 and 2.

Students with learning difficulties are supported by the Learning Support Team. Learning programs and class program modifications are specifically designed to meet the individual needs of each student.

Students with disabilities are supported by specialized teachers delivering Special Education Programs. Students are supported to enable them to participate in classroom activities. Some students are withdrawn at times from class for specific support in literacy, numeracy, life skills and social skills programs.

Extra curricula activities

Students in Year 3 and 4 are invited to participate in our Smart Strings Program.

Our Active After School Program operates two afternoons a week and encourages students to participate in a variety of sports such as soccer, dance, gymnastics and ball games.

Our Instrumental music program offers students the opportunity to learn strings, percussion and woodwind. We currently have a school band that performs at a variety of school functions.

A Junior and Senior choir also perform at school events.

Students were chosen to participate in the Optiminds Tournament. This event challenges students to solve problems and present solutions in a number of key learning areas.

Students are able to participate in a number of regional and national competitions including the District Maths Tournament, Science, English and computer competitions.

Our school at a glance

How computers are used to assist learning:

Our school currently has 1 class size computer lab and 2 half size labs. Each class also has a small number of computers in their room.

ICT skills are integrated in units of work where children have the opportunity to create word documents, PowerPoint presentations and web pages to display what they have learnt. During the Integrated Studies, children use Learning Objects and Web Quests to find information and consolidate their learning. Students have access to digital cameras, video cameras and a variety of multimedia software packages to enhance learning and present assessment items.

During literacy lessons, children are taught word processing skills and to use a variety of computer software to develop spelling, reading and writing skills.

Social climate

Undurba State School has a highly supportive community with particular emphasis on student learning and achievement. The culture of the school reflects the school motto "Aim for the Best". One artefact that is indicative of the positive climate within our school, is the school song. This is sung at each parade and recognises the commitment to 'always do our best'.

Our school's Responsible Behaviour Plan for students, based on the Code of School Behaviour was developed and implemented during 2006. The plan clearly outlines our school's high expectations for student behaviour and the support provided for all students to help achieve these standards.

"**The You Can Do It**" program is implemented across all Year levels and is designed to help all students achieve their potential by teaching students strategies to improve their **confidence, persistence, organisational skills, resilience and their ability to get along with others.**

Involving parents in their child's education.

At Undurba, we believe that parents play a key role in the education process. **The education of any child is a partnership between home and school.** Parents are encouraged to take an active role in our school by volunteering in classrooms, and/or attending Learning Celebrations at the end of term.

Professional development is provided for parents by our Learning Support staff to help them engage effectively with students during our 2-hour literacy block. Support a Reader and Support a Writer sessions are readily available for all of our volunteers.

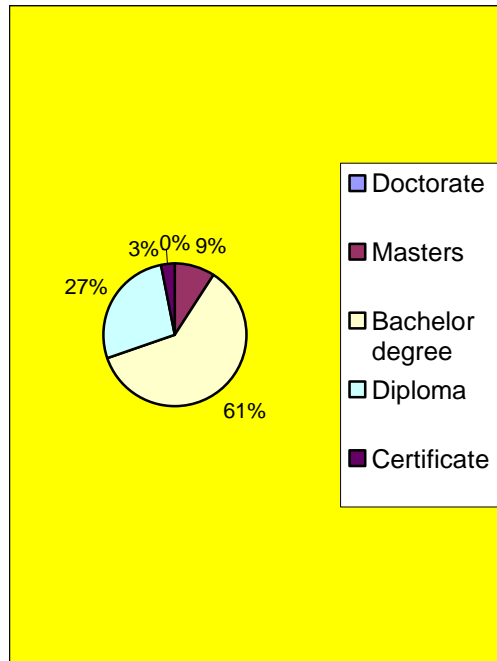
Parents can play an active role in the decision making process of our school by attending monthly P&C meetings and/or committee meetings. Regular communication between parents and teachers is always encouraged. Formal parent teacher interviews are conducted twice a year to inform parents of their child's progress. However, staff members welcome parents to discuss concerns about their child at the earliest opportunity. Parents are kept informed of school activities and events via the school newsletter that is distributed once a fortnight.

The school has an effective Parent Representative group whose role it is to support school based initiatives, and liaise with parents from each class. This group links to the Parents and Citizens' Association and meets once a month to discuss classroom issues and upcoming school events.

Our staff profile

Qualifications of all teachers.

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	20
Diploma	9
Certificate	1



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2007 was \$23 000.

The major professional development initiatives are as follows:

Literacy - Reading

Maths Program – implementation of maths investigations

ICTs

Early Years Guidelines

Middle Phase learners

The involvement of the teaching staff in professional development activities during 2007 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2007.

Proportion of staff retained from the previous school year.

From the end of the 2006 school year, 95 % of staff members were retained by the school for the entire 2007 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2007 was 96 %.

Key outcomes in the early and middle phases of learning

<i>Results in the Year 2 Diagnostic Net</i>	
	Percentage of students not requiring additional support
Reading	85%
Writing	92%
Number	77%

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	523	613	677	
	Average score for Queensland	527	606	672	
	Percentage of students at the school above the national benchmark	2007	95 %	93.5%	95.6
		2006	97%	94%	96%
Writing	Average score for the school	542	617	691	
	Average score for Queensland	523	600	686	
	Percentage of students at the school above the national benchmark	2007	93%	99%	94%
		2006	88%	100%	99%
Numeracy	Average score for the school	516	596	665	
	Average score for Queensland	521	588	648	
	Percentage of students at the school above the national benchmark	2007	87 %	84%	86%
		2006	80%	90%	82%

Other Key Outcomes

Value added

“Aim for the Best”

Our Year 2 net data continues to be of a high standard. This is due to the explicit teaching of literacy and numeracy skills as a key component of our school program. Our teachers are well supported in classrooms by our learning support staff and many parent volunteers who have been trained to support the school's innovative early intervention P.A.W.S program.

Our data across Years 3, 5 and 7 have continued to improve and have remained, in the main, equal to or above state averages. We have spent significant time on professional development to improve teachers' understanding of the latest curriculum initiatives, and skills in the use of highly effective teaching and learning strategies.

The role of our Head of Curriculum (HOC) continues to have a significant impact on our school's performance. Our HOC: (i) supports teachers in the classroom by modelling lessons and assisting with planning; (ii) is instrumental in the development of school wide programs that ensure our students are provided with a seamless transition between the Early Phase and Middle Years of Schooling; and ensures all essential learnings and skills are addressed in school based planning documents.

Parent, student and teacher satisfaction with the school

Parents, students and staff are very supportive and satisfied with the programs provided for our students.

The school opinion survey indicates:

81.2% of children are happy with the interest teachers take in their learning

81.2% of children are happy with the standard of work expected

87% of children feel their teacher helps them to do their best

85% of children are happy with how well they are learning at Undurba State School

86% of parents believe their child works well at Undurba State School

90.5% of parents believe Undurba State School is developing their child's Numeracy skills satisfactorily

95.2% of parents believe Undurba State School is developing their child's Literacy Skills satisfactorily

90.5% of parents are satisfied with what their child is learning at Undurba State School

90.5% of parents believe Undurba State School is a good school

99% of the staff believe staff and community relationships at Undurba State School are good

100% of the staff believe they have good working relationships with other staff

90% of staff feel they are kept well informed of things that are important to their work

99% of staff believe there is good team spirit among the staff at Undurba State School

99% of staff believe this is a good place in which to work

Undurba State School is a school of which the community can be justly proud.