



Undurba State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Undurba State School is a vibrant learning community which is committed to empowering every learner to reach their potential and become successful citizens. We aim to achieve this by providing curriculum programs that are intellectually challenging within a supportive school environment. Our educators are dedicated, highly trained professionals who are committed to achieving the best possible results for each and every student. Undurba's school curriculum framework is based on the latest teaching and learning research to ensure that our staff are skilled in the most effective teaching strategies that engage all learners. As one of Queensland's first Prep – Year 6 primary schools, we have developed strong partnerships with our neighbouring early childhood education centres, primary schools, and high school to ensure a seamless transition for our students into Prep and beyond our school into the Junior Secondary phase of learning. At Undurba State School, we highly value parent - school partnerships to ensure each child reaches their potential. Parents are also encouraged to become actively involved through our Parents and Citizens Association, classroom volunteer programs and school events. At Undurba State School, every child in every classroom is learning and growing every day; together we create a rich and connected learning community where local children can thrive and "Aim for the Best".

Principal's Foreword

Introduction

This School Annual Report offers an overview of Undurba State School's strategic directions and operations throughout 2016. It includes information about the school profile, priorities, achievements, values, trends, and school highlights.

Undurba State School provides a quality education for all students. We provide excellence in education by maintaining high expectations, reflecting on current practice and nurturing student development in a supportive school environment. We develop strong partnerships to engage with parents and the community. Our core business is the development of the academic, social, emotional, and physical potential of each student. Our school values the diversity in our student population and recognises the need to ensure success for all our students. We believe that all students are competent and capable learners

Our school community is extremely proud of our achievements throughout 2016. Our Annual Report provides an insight into these achievements and identifies our future plans to ensure we are providing the best educational opportunities for each of our students and encourage every learner to "Aim for the Best".

School Progress towards its goals in 2016

In 2016, we continued a strong focus on priorities of literacy and numeracy outcomes for every student.

We worked towards this through:

- Reviewing and refining Undurba's whole school approach to the teaching of reading;
- Enhancing teacher capability in the teaching of reading according to Undurba's whole school approach;
- Continuing to develop teacher capability in the assessment and teaching of number and implementation of numeracy warmups;
- Use of quality data analysis to inform teaching and learning; and
- Implementing a professional learning teams (PLT) structure to support collaboration within horizontal (year level) teams and vertical (literacy, numeracy and PBL) teams to enhance outcomes for students.

Future Outlook

The sharp and narrow focus of our explicit improvement agenda at Undurba State School is to improve reading outcomes for every student. Our goal is to achieve at least 40% of students achieving upper 2 band learning achievement in reading.

To do this we will:

- Continue to embed the Undurba Reading Program in every classroom;
- Utilise the PLT structure to develop capability in every teacher to master the teaching of reading according to this framework with the support of the master teacher and other experts;
- Utilise the PLT structure to deepen teacher knowledge of the Australian Curriculum and how to teach it; and
- Enhance data literacy skills to monitor progress and inform teaching practice.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1039	489	550	32	94%
2015*	1150	530	620	43	95%
2016	1060	516	544	39	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Our school community is comprised of families from a variety of cultures with the largest representation of students not born in Australia coming from New Zealand (5%). We also have students from England (1%), South Africa (1%), Iran, India, Fiji, Bangladesh, South Korea, Papua New Guinea, Russia, Vietnam and Wales. 3% of our students identify as Indigenous.

Our ICSEA (Index of Community Socio-Educational Advantage) rating is currently 1009, placing us slightly above the average.



Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	24	24
Year 4 – Year 7	25	26	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Undurba State School, we have a very strong focus on literacy and numeracy. All students engage in daily literacy and numeracy programs that are designed to meet the needs of each learner. Teachers use a variety of strategies to support students' learning including streaming and peer mentoring where appropriate. Teachers and students are supported in classrooms by skilled teacher aides and support staff who work together with the teacher to cater for individual learning needs. The Australian Curriculum is implemented for all students in Maths, English, Science and History. Students in Prep – Year 1 participate in a number of specialised literacy enhancement programs to ensure that all students have the best opportunity to engage with the curriculum. These programs include daily letter identification programs, sight word programs, fine and gross motor programs and phonemic awareness programs.

Students in Year 6 learn Spanish twice a week with Murrumba State Secondary College teaching staff. Our Year 6 students also engage in a specialised transition program that takes advantage of our physical proximity to the high school.

To maintain our high expectations for student behaviour, all students participate in a weekly "Go for Gold" lesson. These lessons teach the students the specific behaviours and skills that are needed to become successful members of our school and wider community.

Teachers and students are able to access the purpose built Science, Technology and Information Centre to participate in a variety of technology and 'hands on' Science activities. This facility enables students to use specialised equipment to conduct experiments and investigations to enhance their understanding of scientific concepts and processes.

Co-curricular Activities

In addition to our regular school programs, students also have the opportunity to participate in the following programs:

- Science extension programs – Students who have been identified as being talented in the area of Science are able to participate in a number of extension programs in collaboration with Murrumba State Secondary College such as robotics, science challenge days, etc.
- During Education week, students participate in Maths Fiesta. At our Maths Fiesta, students have the opportunity to participate in a variety of hands on maths activities and challenges.
- Students in Prep – Year 6 participate each year in the Premiers Reading Challenge. Students in Years 4-6 participate in the Lexile Reading program.
- School Aerobics – Students in Year 3- 6 are given the opportunity to participate in our school's specialised award-winning aerobics program. Teams compete at the local competition and are able to progress to nationals.
- At the end of each 5 week block, students who have achieved their Go for Gold goal, are invited to attend a special celebration. These have included: magic shows, movie sessions, swimming days.
- Students in Year 3 are invited to participate in our Smart Strings Program. Our Instrumental music program offers students the opportunity to learn strings, percussion and woodwind.
- School band and string ensemble that perform at a variety of school and community functions and compete in competitions including Music Fanfare which is held every two years.
- A Junior and Senior choir perform at school and community events.
- Students are able to participate in a number of regional and national competitions including the District Maths Tournament, Optiminds and ICAS Science, English, Writing, Spelling, Maths and Technology competitions.
- An indigenous art program is led by a community elder. Students are given the opportunity to learn about indigenous art and display their work in local competitions, galleries and libraries.
- Undurba State School students participate each year in the local Anzac Day ceremonies. Student leaders are selected to represent local servicemen and women in the Community Links initiative. Student Leaders also participate in the Anzac Day ceremony in the city.
- Our student leaders organise a number of community events throughout the year to raise money for identified charities. They also organise school events such as discos and cultural days.
- Student leaders participate in the local Cluster Schools Leadership meetings and workshops. Student leaders also attend the National Student Leaders program where they learn about effective strategies and network with other aspiring leaders.
- Students have the opportunity to participate in the local Pine Rivers show. Students may enter individual pieces of work or contribute to the school entry piece. Each year a number of senior students enter the Show Champion competition.
- A number of lunch time programs operate for student to participate in throughout the week including computer club, science club, Lego, fitness, dance and games clubs.

How Information and Communication Technologies are used to Assist Learning

Our school currently has 2 full size computer labs. Each class also has a pod of computers in their room. A fleet of iPads are also available to support students with specific learning activities and needs. Interactive whiteboards are also used by teachers to deliver the curriculum content in an engaging way.

Information and Communication Technology skills are integrated in units of work where children have the opportunity to creatively use technological applications to learn and also to display what they have learnt.

Students have access to digital cameras, video cameras and a variety of multimedia software packages to enhance learning and present assessment items.

Social Climate

Overview

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 clearly outlines our school's high expectations for student behaviour and the support provided for all students to help achieve these standards.

Undurba's Positive Behaviour for Learning (PBL) Program reinforces the community's behavioural expectations for all students using a consistent and systematic approach. This program ensures that all students are explicitly taught the skills and values that are needed to become both successful learners and future citizens. The lessons taught as part of our PBL program reflect the expectations outlined in our Responsible Behaviour Plan which encourages all students to be responsible for their own behaviour. They also address a variety of social issues such as bullying, friendships, resilience and personal safety.

Our school has a Student Support and Wellbeing Team that coordinates the support for students and their families. Our school's Guidance Officer, Head of Special Education, Speech and Language Pathologist and Learning Support teachers collaborate with parents and a number of external agencies to provide a quality support program for all students and families. We are privileged to have a chaplain based at our school who is able to provide significant support to our children. The chaplain forms part of a team of support staff that provide additional help for students and their families.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	88%	88%	90%
this is a good school (S2035)	89%	96%	93%
their child likes being at this school* (S2001)	95%	93%	93%
their child feels safe at this school* (S2002)	96%	96%	93%
their child's learning needs are being met at this school* (S2003)	88%	82%	88%
their child is making good progress at this school* (S2004)	86%	87%	88%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	88%	93%
teachers at this school motivate their child to learn* (S2007)	89%	88%	93%
teachers at this school treat students fairly* (S2008)	83%	93%	85%
they can talk to their child's teachers about their concerns* (S2009)	96%	97%	92%
this school works with them to support their child's learning* (S2010)	88%	85%	92%
this school takes parents' opinions seriously* (S2011)	76%	88%	80%
student behaviour is well managed at this school* (S2012)	64%	82%	78%
this school looks for ways to improve* (S2013)	81%	97%	89%
this school is well maintained* (S2014)	87%	85%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	98%	99%
they like being at their school* (S2036)	96%	94%	97%
they feel safe at their school* (S2037)	97%	98%	99%
their teachers motivate them to learn* (S2038)	100%	98%	99%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	97%
teachers treat students fairly at their school* (S2041)	90%	91%	94%
they can talk to their teachers about their concerns* (S2042)	98%	96%	90%
their school takes students' opinions seriously* (S2043)	93%	96%	87%
student behaviour is well managed at their school* (S2044)	91%	92%	92%
their school looks for ways to improve* (S2045)	97%	98%	98%
their school is well maintained* (S2046)	97%	99%	97%
their school gives them opportunities to do interesting things* (S2047)	96%	93%	96%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	100%	98%
they feel that their school is a safe place in which to work (S2070)	92%	98%	97%
they receive useful feedback about their work at their school (S2071)	88%	95%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	84%	86%
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	96%	98%	97%
student behaviour is well managed at their school (S2074)	84%	91%	92%
staff are well supported at their school (S2075)	76%	89%	90%
their school takes staff opinions seriously (S2076)	78%	91%	90%
their school looks for ways to improve (S2077)	94%	93%	98%
their school is well maintained (S2078)	70%	93%	82%
their school gives them opportunities to do interesting things (S2079)	78%	91%	92%

* 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

A strong and productive relationship between the school and the family is essential for a student's wellbeing and success. These partnerships are fostered even before families join our school community through working with early childhood education and care providers to ensure a smooth transition to Prep for families. We strongly encourage all parents to participate in their child's learning by providing a variety of information sessions, encouraging parents to help in the classroom or around the school, join the P&C, attend school functions and class events or communicate regularly with the classroom teacher. We are proud of our reputation in the community and will continually strive to foster a positive relationship between all community members. We believe that every child can learn and will make progress during every year of their education at Undurba State School. Undurba State School's whole school approach to curriculum provision, using a continuum of support, caters for the learning needs of each and every student.

Respectful relationships programs

The school implements programs that focus on appropriate, respectful and healthy relationships. This is integrated into our Undurba Positive Behaviour for Learning initiative. Social emotional learning and kindness is explicitly taught, modeled and practised throughout our school through the 'I Care for Others' and 'I Care for Myself' values and health curriculum.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	75	52	27
Long Suspensions – 6 to 20 days	3	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The use of electricity and water are closely monitored and maintenance issues promptly rectified to ensure that we are able to reduce our environmental footprint. Strategies aimed at reducing our water and electricity consumption are shared with staff on a regular basis. A complete audit of taps, urinals have been completed in 2017 to ensure that all leaking taps and toilets have been addressed.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	224,708	56,725
2014-2015	281,308	677
2015-2016	259,492	26

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

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	81	41	0
Full-time Equivalents	65	25	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	15
Bachelor degree	50
Diploma	11
Certificate	0

*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 2016 were \$ 134 564

The major professional development initiatives are as follows:

- Professional learning teams (collaborative learning in year level teams)
- Collegial visits to peer's classrooms
- Professional development in teaching of writing, reading and number
- Coaching by Master Teacher and Numeracy coach

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	90%	89%

*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 2016 for all Queensland Primary schools was 93%.

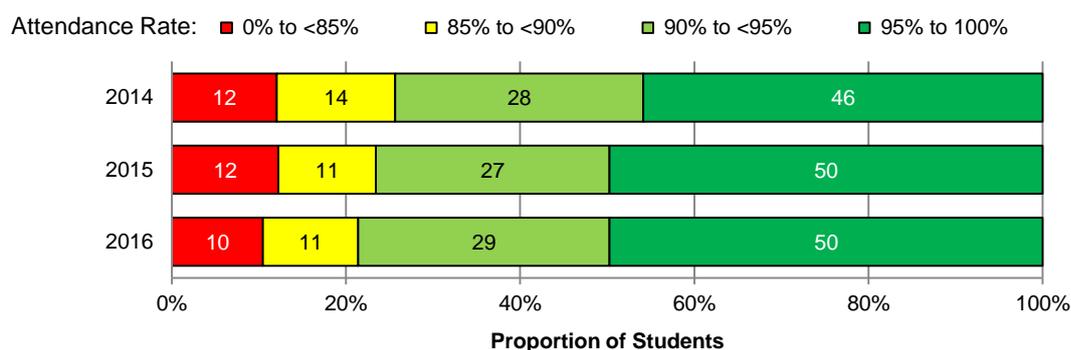
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	92%	93%	93%	93%	92%						
2015	93%	92%	94%	93%	94%	94%	94%						
2016	94%	93%	93%	94%	94%	93%	93%						

*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 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.

All parents of a child of compulsory school age are required by law to ensure their child attends school on every school day, unless the parent has a reasonable excuse for the absence. Parents are required to notify the school of the reason for each absence.

Quality teaching and engaging learning activities are provided along with special interest activities and lunch time clubs to encourage attendance. Acknowledgement and positive reinforcement is provided for students demonstrating 100% attendance or improved attendance. Regular reference is made to the benefits and impacts of high attendance on learning in newsletters, website and parades.

Children arriving after 9:00am are required to report to the office for a "Late Slip". If children leave early, then parents must collect their child from the office and complete the Early Departure from School register.

Class rolls are marked at the beginning of the school day and immediately after lunch. Parents are asked to provide an explanation for their child's absence by either phoning the school or sending a note to the class teacher. All unexplained absences are followed up by the school, with parents through a same day unexplained absence texting system, and letters requesting a reason for each absence. If a student is absent for 3 consecutive days, without explanation, the teacher contacts the parent. If there is no satisfactory explanation or the student does not return or shows a pattern of absence, the teacher makes a referral to the sector deputy principal for further follow-up. If the child does not return to school, the principal will contact the parents and arrange an interview to discuss the issue further and inform them of the requirements for compulsory attendance at school and offer support and strategies to facilitate attendance.

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.

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