



Undurba State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 delivers the Australian Curriculum and 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!".

School progress towards its goals in 2018

The sharp and narrow focus of Undurba State School's explicit improvement agenda as outlined in our 2018 Annual Improvement Plan, was to improve reading outcomes. Our goal in 2018 was to achieve at least 80% of students achieving A, B, or C achievement standards for English and at least 40% of students achieving upper 2 band learning achievement in reading.

We have achieved these goals in 2018 by achieving 80.67% of students achieving A, B or C in English (increased from 75% in 2017) and 39.7% in upper 2 bands for reading in year 5.

We have exceeded our goal by achieving 50.4% of students performing in the upper 2 bands for year 3 reading.

Also, of particular note, is the improvement in achievement of our Prep and year 1 students in English in 2018. Students rated DENR decreased from 33% in 2017 (140 students) to 22% (84 students) in 2018. This was an overall reduction of 11% compared to the North Coast Region overall reduction of 4% (27% to 23%).

Future outlook

Our goal for 2019 is to further optimise reading outcomes through development of a positive learning culture, consistent quality curriculum delivery and expanding the use of digital technology tools to enhance learning.

Our goal in 2019 is to achieve at least 84% of students achieving A, B, or C achievement standard for English and at least 45% of students achieving A or B standard and 45% achieving upper 2 band learning achievement in reading.

To do this we will continue the work of refining our teaching and learning practices as a professional learning community of educators. We will continue our strong work with our wider community to ensure students transition to Prep ready to succeed at learning and that we maintain strong partnerships with parents throughout their childrens' educational journey.



Our school at a glance

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	1060	1009	1008
Girls	516	479	469
Boys	544	530	539
Indigenous	39	29	35
Enrolment continuity (Feb. – Nov.)	95%	96%	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

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 1016, placing us slightly above the average.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	23
Year 4 – Year 6	25	25	27

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

At Undurba State School, we have a very strong focus on literacy and numeracy. All students engage in daily literacy and numeracy programs designed to meet the needs of each learner. Teachers use a variety of strategies to support students' learning. 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, the Arts, Health and Physical Education and Humanities and Social Science. 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, oral language, fine and gross motor programs and phonemic awareness programs.

Students in Year 5 and 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 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 'Sci-Connect' extension programs in collaboration with Murrumba State Secondary College such as robotics, science challenge days.
- Students in Prep – Year 6 participate each year in the Premier's Reading Challenge. Year 5 and 6 students participate in the regional Reader's Cup. Students in years 4-6 participate in the Lexile Reading program.
- School Aerobics – Students in year 2- 6 are given the opportunity to participate in our school's specialised award-winning aerobics program. Teams compete at the local competition and 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.
- 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.
- 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

In 2018, our school launched ePAW: expanding Possibilities AnyWhere. Through this program over 400 students in years 3-6 brought a personal mobile device to school and used it as a tool for learning in one-to-one learning environments (every learner has their own personal device). Our school also has 2 full size computer labs. Classrooms also have a pod of computers. A fleet of iPads is also available to support students with specific learning activities and needs. Interactive whiteboards are used by teachers in every classroom to deliver the curriculum content in engaging ways.

Digital technology and design components are integrated into units of work where children have the opportunity to creatively use technological applications to learn and 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. A dedicated Makerspace is available for students to engage in creative problem solving and design projects.

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 proudly 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 led by a committed team of staff members, 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 Learning Access, Speech and Language Pathologist and Learning Access 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

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)	90%	89%	94%
• this is a good school (S2035)	93%	93%	96%
• their child likes being at this school* (S2001)	93%	95%	90%
• their child feels safe at this school* (S2002)	93%	91%	93%
• their child's learning needs are being met at this school* (S2003)	88%	88%	89%
• their child is making good progress at this school* (S2004)	88%	85%	90%
• teachers at this school expect their child to do his or her best* (S2005)	95%	96%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	85%	88%
• teachers at this school motivate their child to learn* (S2007)	93%	90%	91%
• teachers at this school treat students fairly* (S2008)	85%	83%	85%
• they can talk to their child's teachers about their concerns* (S2009)	92%	90%	94%
• this school works with them to support their child's learning* (S2010)	92%	88%	88%
• this school takes parents' opinions seriously* (S2011)	80%	79%	77%
• student behaviour is well managed at this school* (S2012)	78%	76%	78%
• this school looks for ways to improve* (S2013)	89%	92%	89%
• this school is well maintained* (S2014)	89%	89%	88%

* 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)	99%	96%	94%
• they like being at their school* (S2036)	97%	89%	88%
• they feel safe at their school* (S2037)	99%	88%	87%
• their teachers motivate them to learn* (S2038)	99%	97%	96%
• their teachers expect them to do their best* (S2039)	99%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	92%	90%
• teachers treat students fairly at their school* (S2041)	94%	87%	81%
• they can talk to their teachers about their concerns* (S2042)	90%	87%	80%
• their school takes students' opinions seriously* (S2043)	87%	74%	81%
• student behaviour is well managed at their school* (S2044)	92%	77%	79%
• their school looks for ways to improve* (S2045)	98%	97%	91%
• their school is well maintained* (S2046)	97%	88%	88%
• their school gives them opportunities to do interesting things* (S2047)	96%	95%	91%

* 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)	98%	92%	92%
• they feel that their school is a safe place in which to work (S2070)	97%	90%	89%
• they receive useful feedback about their work at their school (S2071)	90%	76%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	85%	84%
• students are encouraged to do their best at their school (S2072)	98%	94%	99%
• students are treated fairly at their school (S2073)	97%	82%	83%
• student behaviour is well managed at their school (S2074)	92%	82%	65%
• staff are well supported at their school (S2075)	90%	78%	75%
• their school takes staff opinions seriously (S2076)	90%	70%	79%
• their school looks for ways to improve (S2077)	98%	94%	93%
• their school is well maintained (S2078)	82%	78%	91%
• their school gives them opportunities to do interesting things (S2079)	92%	75%	88%

* 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 education programs

Undurba State School has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. 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, modelled and practised throughout our school through the 'I Care for Others' and 'I Care for Myself' values and health curriculum. These programs are led by our dedicated Positive Behaviour for Learning teacher and the Health and Physical Education team and reinforced daily in classrooms and throughout 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	27	36	61
Long suspensions – 11 to 20 days	0	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 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 and plumbing has been completed in 2017 to ensure that all leaking taps and toilets and other issues have been addressed. This has led to the significantly reduced water usage in 2018.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	259,492	253,910	295,505
Water (kL)	26	4,069	2,678

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](http://www.myschool.edu.au) website at.

How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](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.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	73	42	<5
Full-time equivalents	65	29	<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	
Masters	4
Graduate Diploma etc.*	12
Bachelor degree	50
Diploma	6
Certificate	

*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 \$145 000

The major professional development initiatives are as follows:

- Professional learning teams (collaborative learning in year level teams)
- Leadership courses and leadership coaching
- Collegial visits to peer's classrooms
- Professional development in teaching of writing, reading and number
- Coaching by Master Teacher and pedagogical coaches

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.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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%	92%
Attendance rate for Indigenous** students at this school	89%	87%	85%

* 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

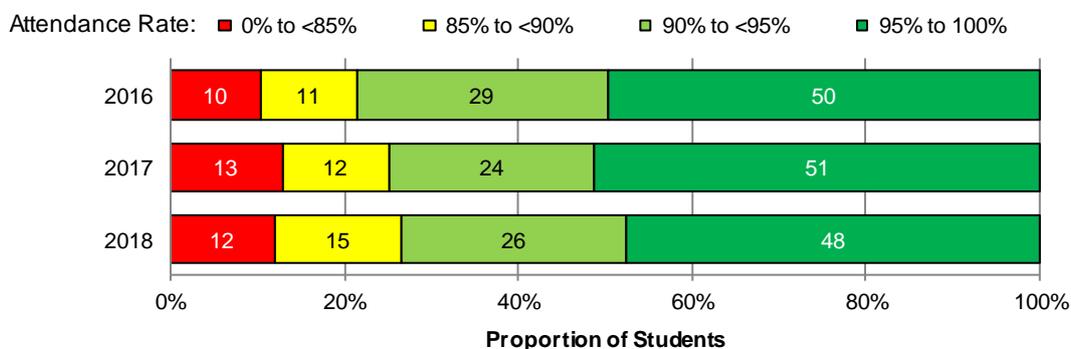
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	94%	94%	93%	Year 7			
Year 1	93%	92%	92%	Year 8			
Year 2	93%	93%	92%	Year 9			
Year 3	94%	94%	93%	Year 10			
Year 4	94%	93%	92%	Year 11			
Year 5	93%	92%	93%	Year 12			
Year 6	93%	94%	92%				

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



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 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.

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.

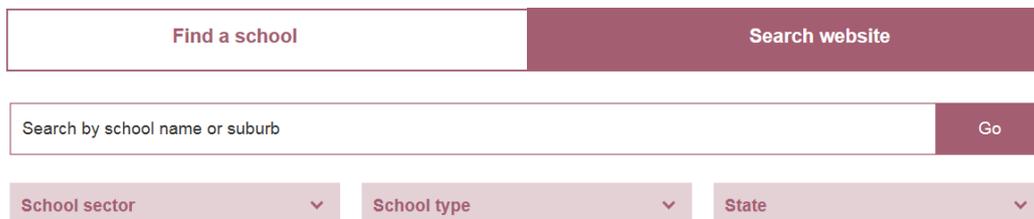
Class rolls are marked at the beginning of the school day and immediately after lunch. Parents are asked to provide an explanation for their child's absence by either phoning the school or sending a note to the class teacher. All unexplained absences are followed up by the school, with parents through 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 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.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.