



Mudgeeraba State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Mudgeeraba State School has a very proud history dating back to the late 19th century. During this time we have developed many strong traditions. Our school is noted in the wider education community for achieving positive learning outcomes for all students, our safe and supportive environment, the inclusive nature of our teaching and learning programs, our very experienced and professional staff, the diverse range of learning opportunities offered to students, our excellent facilities and resources and our curriculum. These traditions are firmly embedded into the culture of our school. They set a firm foundation for us to meet the challenges of an ever-changing educational context.

The programs we offer and the innovative practices we implement enable us to remain at the cutting-edge of education and facilitate the growth of students academically, socially, emotionally, culturally and physically. We are confident that our students will be able to contribute effectively to the future society that they will live in. In all that we do, we aspire to provide diverse opportunities so our students will be 'Simply Their Best'.

School progress towards its goals in 2019

In 2018, Mudgeeraba State School continued the implementation of our Strategic Plan 2016-2019 including:

1. Enhancing pillars for student success through enrichment and extension. School Opinion Survey confidence at or above like schools, NAPLAN Upper Two Bands (U2B) performance at or above like schools, A-E Report Card data >80% at C or above, attendance at or above State mean.
2. Developing staff data literacy - implementation, innovation and impact (AITSL. 2014. Disciplined Collaboration in Professional Learning) towards self-disciplined collaborative teams, responsive to student needs and enacting evidence based initiatives towards achievement.
3. Implementation of *Signature Strategies* to drive U2B performance, Literacy and Numeracy.

We are very proud of our school's NAPLAN results with all results comparable to the National performance or considered above the National performance. Statistically, all areas except three, are above the National performance. Three areas which are at National performance are Year 3 Writing Mean and Year 5 writing and spelling U2B. These results have shown continual growth since 2013 and provides the school with an indication that our current academic strategies are delivering positive outcomes across the board.

Mudgeeraba State School participates annually in a Public Speaking initiative run within the Greenheart Cluster of Schools. Presently we hold two of the three local speaking competition trophies. Each year we coach and send two teams of students to participate competitively in the Cluster Debating competition. We participate as members of the STEM Cup initiative facilitated by the Griffith University STEM ambassadors. Each year we are privileged to offer places to our school STEM champions to attend the annual Griffith University Cutting Edge for Kids STEM conference.

Mudgeeraba prides itself on providing a diverse range of sporting experiences for students of all abilities. We plan exciting Physical Education experiences (e.g Gross Motor, Swim and Survive, Archery) and deliver this using an inclusive model.

Throughout 2018, students participated within two seasons of Interschool sport, School Athletics/ Swimming Carnivals, students represented the school in District and Regional Championships, Colour Fun Run, Robina SHS Futsal Competition and the AFL Q-Cup.

These results reflect our success implementing evidence based Signature Strategies in the key areas of English and Mathematics, and across a variety of academic, sporting, performing arts - dance, drama, visual art and music, behavioural and citizenship pillars, enabling students to be successful. The school is proud of our students who showcased the musical show of 'Aladdin' in September 2018, representing many of our Year 4, 5 and 6 students.



Our Year 5 and 6 students have the opportunity to access a comprehensive transition program to Robina State High School. This program includes general transition and orientation programs as well as a Japanese Immersion Program, STEM program and the Academic and Sporting excellence programs.

Future outlook

The focus in 2019 continues to be the implementation and development of the goals of the 2016-2019 School Strategic Plan (listed above) with the key focus based on improving reading strategies and comprehension for all students. The target one years growth for one years teaching, all students to have reading goals and greater number of students achieving U2B with similar Queensland schools. In 2019 is the planned development of the 2020-2023 School Strategic Plan in collaboration with staff, parents and the community.

This year saw a renewed focus on Positive Behaviour for Learning (PBL). Our PBL team reviewed the school's behaviour expectations matrix and developed new signage to be displayed throughout the school to visually reinforce expected behaviours. The PBL team meets regularly and evaluates data to inform explicit teaching in classrooms. The team also develops a PBL acknowledgements plan, ensuring that students are recognised when they demonstrate expected behaviours.

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	840	843	836
Girls	412	411	415
Boys	428	432	421
Indigenous	31	35	32
Enrolment continuity (Feb. – Nov.)	93%	95%	93%

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

Mudgeeraba has a proud tradition of providing an inclusive education, celebrating a diverse student population including students identified with a disability (EAP 3%), students with disability (NCCD 15%), students from indigenous backgrounds (4%), students with English as their second language (<1%) and students in out of home care(<1%). The students at Mudgeeraba come from predominantly middle class backgrounds.



Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	24
Year 4 – Year 6	27	27	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

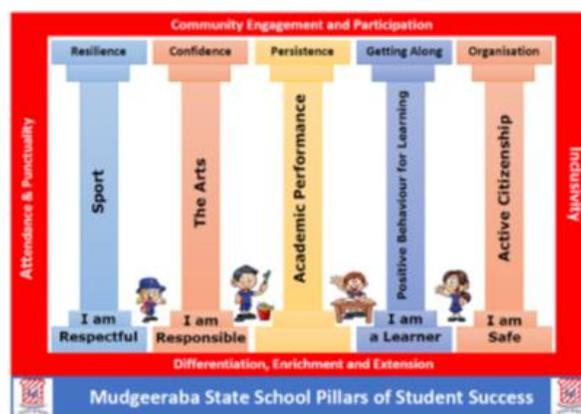
Our approach to curriculum delivery

Throughout 2018 our school continued to deliver the Australian Curriculum and a breadth of additional programs to support our students. Of significant note is our:

- Specialised delivery of Performing arts- Dance, Drama, Music and Visual Arts.
- Weekly interschool sport participation for Years 4-6 students and the teaching of learn to swim in Terms 1 and 4 for all students.
- Explicit teaching of Positive Behaviour for Learning expectations.
- Teaching of Japanese language to Year 5 and 6 students.

Mudgeeraba State School P-6 has a culture of high expectations in relation to academic achievement, this is stated in our school charter:

- Every student matters, everyday – student centred teaching
- All students can achieve academic results
- Curriculum delivery is underpinned by effective explicit teaching strategies that engage students in cognitively complex tasks
- Feedback for learning is valued at all levels
- High standards of student behaviours to enhance learning
- Emphasis on achieving consistent high student attendance
- Language and values of PBL are consistent integral elements of our school learning climate
- Teachers know their students well (through purposeful use of data) and differentiate learning
- Data is used effectively to guide teaching and learning
- Staff share collective accountability for all student outcomes
- Staff communicate effectively with parents
- Staff communicate and work effectively with each other in a professional and productive way



Co-curricular activities

As outlined in our Strategic Plan, our school is focused on providing opportunities for student success across academic, sporting, artistic, and behavioural and citizenship pillars. In 2018 these included:

- Japanese Homestay program: Year 6 students are provided with the opportunity to visit Japan during the September school holidays as part of a sister city arrangement with Hasuda City, Japan. This opportunity is currently offered every year, with students from Hasuda also visiting Mudgeeraba State School.
- Friday Challenges: an opportunity for students from Prep to Year 3 to develop skills in areas of passion or interest in academic, sporting and cultural pursuit.
- Interschool Sports Program: offered to all students from Year 4 to Year 6, including such sports as Rugby League, Soccer, Netball, Cricket, Touch Football, Australian Football League (AFL) and Basketball.
- Extension Arts program: offered to students who demonstrate particular talents in dance, drama, visual arts and music.



- Performing Arts extension programs offer opportunities for students to participate in Gold Coast Eisteddfod events.
- School's Biannual Musical Extravaganza showcased 120 students from Years 4-6 who collaborated in the production of 'Aladdin'.
- Instrumental music, strings and vocal group programs: providing students with numerous opportunities to demonstrate their talents to a variety of audiences including our Twilight evening, end-of-year Gala Evening, Grandparents' Day, ANZAC Service and the Gold Coast Eisteddfod.
- Academic challenges: including Debating and Speaking competitions, Debating and STEM Cup.
- Extensive student leadership opportunities including the student council, Environmental club and Litter Legends
- School camping program for students in Prep to Year 2 with school based camp ready experiences and Years 3-6 camping off site.
- Partnership and extension opportunities with Robina High School to challenge our high performers.
- 'Mudgee's Got Talent' competition where Year 6 students displayed their individual talents in an aspect of the Arts.
- Coding Club offers after school coding sessions to engage student learning in the four main languages of programming promoting 21st century thinking.
- Chess Club is a before school initiative encouraging participation in chess tournaments and the art of critical thinking.
- Griffith University Cutting Edge for Kids STEM Conference, annual registration and participation.
- Book Fair encouraging community awareness and participation around the central theme of Reading in Schools.
- Before School Reading programs providing extra engagement opportunities for students who require support in Reading.
- Transition Program – 'Get Ready for Prep' in conjunction with the local community kindergartens.
- AMAZE Education before/after school and holiday care programs
- Site based Chaplain

How information and communication technologies are used to assist learning

Mudgeeraba State School is preparing students for the future with teachers actively using interactive whiteboards, touch screen panels, iPads, laptops, online programs, robotics and many more traditional and contemporary techniques to assist student learning. Students across our school have access to school owned iPads and laptops to assist learning, with iPads the preferred platform from Prep to Year 3 and laptops predominantly used across Years 3 to 6. In 2018, a computer lab with 28 laptops was re-established, our vision is to have a second computer lab working by Semester 2, 2019.

Social climate

Overview

Mudgeeraba State School has developed a culture which is disciplined, inclusive and supportive. 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 our routines and expectations. Teachers maintain classroom environments which are child-centred and supportive of the social and emotional development of their students.

During 2018, we continued the implementation of Positive Behaviour for Learning (PBL). This research-based system provides a specific focus on developing and maintaining a school environment which is safe, supportive and inclusive of all students. We have a focus (expectation) of the week which is taught in all classrooms and is reinforced through our Celebration Assemblies. It is expected 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 holds Celebration Assemblies each month to recognise student achievement. At these assemblies we present Mudgee of the Month awards to students who represent our four school expectations in their everyday behaviour. At sector assemblies – Prep to Year 2, Year 3- Year 4, Year 5-Year 6, students are recognised with positive behaviour awards. During these assemblies, 'shout outs' are acknowledged and presented where a student has been noticed being an 'Upstander' and are presented with Mudgee Marvel



wristband. Students can earn positive behaviour awards in class and are able to trade these for rewards. A raffle draw is also held at each assembly with the winners having morning tea with the Principal or one of the Deputy Principals.

Our school celebrates NAIDOC week with a range of activities and programs which celebrates culture and these include planting Indigenous plants in the school garden, special incursions where students learn and celebrate history, culture, range of classroom activities linked to the curriculum and sporting activities which are based on traditional games.

Whole school inclusive approaches;

At Mudgeeraba State School we embrace the notion of differentiation and inclusion to ensure that students feel welcome and included in all facets of their journey through school. We recognise that many students require focussed and intensive teaching at different times in their lives in both academic and non-academic areas.

We offer support for students who have been identified through our Supporting Needs Advisory Committee (SNAC) through explicit wellbeing programs including;

Departmental programs

- 'I can' Project with Robina State High School

School based programs

- MMM program- junior and senior. This program supports students to develop their social thinking and emotional regulation in small groups using techniques from Smiling Minds, Zones of Regulation, We Thinkers and Brain HQ

Teacher facilitated programs;

- Westmead Feelings Program
- Rock and Water
- Secret Agent Society
- Drumbeat
- UR Strong (senior and junior)

Chaplaincy facilitated programs;

- Drumbeat
- Robotics

On campus we have a speech therapist and guidance officer who work individually with students who have been referred. Departmental Occupational therapist, physiotherapist and Advisory Visiting Teachers work alongside teachers to build their capacity and understanding for students with highly individualised needs. Out school based team of Focussed Teaching Team teachers support student learning through academic intervention using a range of strategies and groupings.

School opinion continues to remain positive where parents are strongly encouraged to participate in the school opinion survey. In 2017, 72 parents participated and in 2018, 154 parents provided feedback on our school. This has provided data that parents feel their child is safe at school and the most improved areas are that their child can talk to their teachers about their concerns and the school is well maintained.

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)	94%	100%	98%
• this is a good school (S2035)	96%	100%	99%
• their child likes being at this school* (S2001)	98%	100%	99%
• their child feels safe at this school* (S2002)	96%	100%	99%
• their child's learning needs are being met at this school* (S2003)	92%	94%	95%
• their child is making good progress at this school* (S2004)	91%	97%	94%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	94%	94%



Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	92%	96%	95%
• teachers at this school treat students fairly* (S2008)	86%	90%	91%
• they can talk to their child's teachers about their concerns* (S2009)	96%	94%	98%
• this school works with them to support their child's learning* (S2010)	91%	93%	95%
• this school takes parents' opinions seriously* (S2011)	92%	92%	91%
• student behaviour is well managed at this school* (S2012)	87%	91%	90%
• this school looks for ways to improve* (S2013)	92%	94%	99%
• this school is well maintained* (S2014)	79%	88%	94%

* 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)	89%	93%	94%
• they like being at their school* (S2036)	93%	91%	96%
• they feel safe at their school* (S2037)	90%	94%	92%
• their teachers motivate them to learn* (S2038)	94%	93%	90%
• their teachers expect them to do their best* (S2039)	98%	96%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	90%	93%
• teachers treat students fairly at their school* (S2041)	86%	84%	90%
• they can talk to their teachers about their concerns* (S2042)	78%	81%	85%
• their school takes students' opinions seriously* (S2043)	79%	84%	87%
• student behaviour is well managed at their school* (S2044)	73%	78%	75%
• their school looks for ways to improve* (S2045)	91%	99%	100%
• their school is well maintained* (S2046)	91%	92%	91%
• their school gives them opportunities to do interesting things* (S2047)	93%	96%	90%

* 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%	98%	99%
• they feel that their school is a safe place in which to work (S2070)	96%	97%	100%
• they receive useful feedback about their work at their school (S2071)	91%	83%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	87%	91%
• students are encouraged to do their best at their school (S2072)	100%	98%	97%



Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	96%	98%	97%
• student behaviour is well managed at their school (S2074)	91%	87%	87%
• staff are well supported at their school (S2075)	93%	87%	89%
• their school takes staff opinions seriously (S2076)	94%	86%	91%
• their school looks for ways to improve (S2077)	98%	97%	90%
• their school is well maintained (S2078)	91%	94%	93%
• their school gives them opportunities to do interesting things (S2079)	91%	87%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Mudgeeraba State School is well supported by our community and that the partnership with our parents is the special ingredient which makes our school great. Throughout 2018, 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:

- Providing feedback to the school's leadership team on a range of issues throughout the year.
- Providing support to teachers with reading, making resources, supporting groups of students with their learning needs.
- Attending parent information sessions with class teachers to help understand and support classroom expectations.
- Attending learning celebrations where students have opportunities to share their learning experiences
- Attending our school's excursion programs to assist with student supervision.
- Attending whole-of-school Celebration Assemblies where many students are recognised with *Mudjee of the Month* awards, *Principal's Pins* recognising academic excellence, *Principal's Awards* recognising academic improvement and *Positive Behaviour* awards.
- Attending junior, middle and senior school assemblies and special events.
- Supporting and attending our school musical – 'Aladdin'
- Attending annually conducted events such as Spring Fair, ANZAC Services, Grandparents' Day, Gala Evening, Cupcake Day, Day for Daniel, Under 8's week, Pet Parade and other school activities.
- Book Week site activities to bring the MSS community together in a Celebration of Literature.
- Science Week celebrations to engage students in investigative science activities enabling exploration into the inquiry nature of the curriculum, maximising the profile of science across the school and wider community.
- NAIDOC week celebrations bring the community together to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples week.
- Providing support for our school's resource maintenance program.
- Organising fundraising activities for the school.
- Participating in activities organised by the P&C association.
- Understanding how their child/ren are progressing at school by engaging with teachers in parent-teacher interviews.
- Engaging as valued stakeholders in the development of individual plans for students with a disability, in out of home care and with intensive behaviour needs.
- Supporting our school's uniform policy.



Respectful relationships programs

Our school recognises appropriate, respectful and healthy relationships are developed through explicit teaching embedded within our Positive Behaviour for Learning (PBL) approach. Students engage weekly in a lesson of the week focusing on a range of respectful, responsible, learning and safety expectations. Additionally our students engage in human relationship education, drug and alcohol education, protective behaviours education and cybersafety education programs throughout the year including:

- Life Education
- Bravehearts
- Daniel Morcombe Foundation
- Queensland Police Cyber Safe program
- Religious Education

The school has developed and implemented a program/or programs which focus on appropriate, respectful, equitable and healthy relationships.

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	37	15
Long suspensions – 11 to 20 days	1	3	0
Exclusions	2	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

Each year all classes engage in learning activities relating to how individuals and groups of people can have a positive impact on their environment. Students engage in a variety of real-life and life-like learning activities which enhance their knowledge and active citizenship in this area of global importance. The school is air-conditioned and is responsible regarding its use of electricity.

Nude Food Friday was developed and introduced to the school by one of our Year 6 student captains. This is where students get points for their sports team on how many items don't have a plastic wrapping. This has certainly reduced the amount of general waste at the school. We look forward to embedding this initiative and many more for 2019.



Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	244,856	211,411	196,910
Water (kL)	3,748	6,183	4,165

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

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	61	33	<5
Full-time equivalents	51	20	<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	3
Graduate Diploma etc.*	11
Bachelor degree	58
Diploma	11
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 \$37,811.87.

The major professional development initiatives are as follows:

- Undertaking professional learning activities to improve practices in the teaching of Reading, Writing and Spelling.
- Undertaking moderation processes in year level teams on a termly basis.
- Co-operatively planning curriculum units for English, Maths and Science in year level teams assisted by the Head of Curriculum and Success Coach.
- Engaging in collegial processes with peers including 'Watching Others Work'.
- Engaging with school leaders in supervision and professional development discussions.
- Undertaking to complete an annual Professional Learning Plan.

The proportion of the teaching staff involved in professional development activities during 2018 was all staff.



Performance of our students

As reported earlier in this report, 2018 was an extremely successful year with our:

- NAPLAN results meeting or exceeding performance targets in twenty-eight of thirty areas.
- A-C Report Card data meeting or exceeding targets in forty-three out of fifty reportable areas.
- Overall the school attendance is above the State mean.

Additionally our students also achieved across a number of pillars:

- Champions in one of the three divisions of the cluster speaking competition.
- Finalists in the Regional STEM: Science, Technology, Engineering and Mathematics Cup
- Presented the musical 'Aladdin' for three nights and three days- over 150 students participating in the show.
- Citizenship - expectations of behaviour are aligned to our Positive Behaviour for Learning in We are Respectful, We are Responsible, We are Safe and We are Learners. Our student council was developed and actively run by the students at the school. The put on special days for gold coin donations for charities, provided feedback and ideas for discos and put forward ideas for change within the school environment.

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

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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

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

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

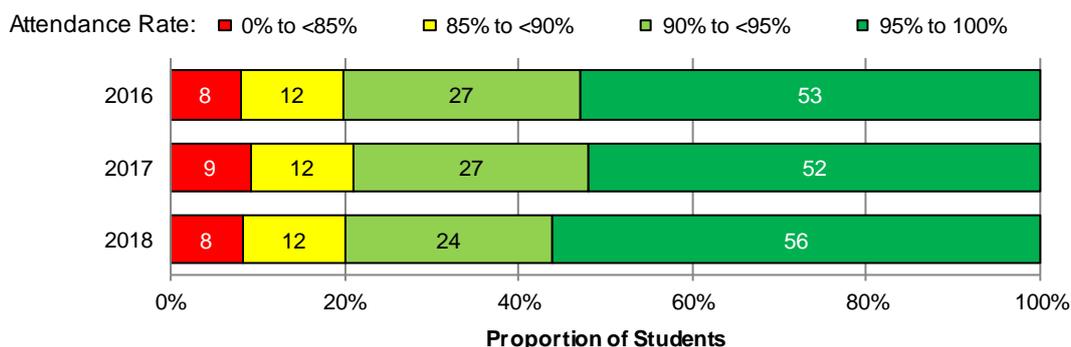
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

At Mudgeeraba class rolls are marked twice daily using ID attend. Student absences, late arrivals and early departures are recorded in OneSchool. Our school uses same day text messaging to notify parents of unexplained absences and to request an explanation for non-attendance. This data is monitored by the Principal, Deputy Principals and classroom teachers. If a pattern of absenteeism is identified, contact is made with parents or carers in an endeavour to improve student attendance. Where absenteeism continues, the school will initiate procedures to enforce attendance as per the procedure referenced above.

At Mudgeeraba, we believe a disciplined, supportive and engaging learning environment assists in maximising student 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.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

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

View School Profile



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

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

