



# Mountain Creek State School

# ANNUAL REPORT 2016

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Mountain Creek State School is an exciting educational community. The school is well known for its high educational standards, supportive school culture; its engaging educational programs and wide range of student achievements.

Since opening in 1994, the motto of 'Caring, Sharing and Learning Together' has underpinned all aspects of school life. Our goal is to make the school a welcoming place for everyone. We strive to be a place where children, parents and staff are happy and proud to be; where they feel supported and respected for their individual contributions; where everyone is treated with dignity and respect, for both who they are today and what they hope and dream for tomorrow. At Mountain Creek State School, *every face has a place*.

The school strives to ensure that students transition to the future with the confidence, skills and abilities to be able to contribute as valuable citizens of our global community, to have a healthy respect for themselves and others, and with a burning desire to make a difference in our world.

At Mountain Creek State School, we value and demonstrate:

- A supportive and welcoming culture
- Positive relationships between staff, parents and students
- Genuine care for all students
- Quality teachers delivering quality programs
- High achieving specialist programs
- A wide range of support programs
- A wide range of extra curricula activities
- High expectations for school standards and values
- Continuous school improvement.

# Principal's Foreword

## Introduction

### School Progress towards its goals in 2016

In line within our Strategic Plan (2014-2017) and current Annual Improvement Program, the following priorities and strategies were a focus of 2016. Some of these strategies remain long term strategic targets for Mountain Creek State School and will continue to develop beyond 2016.

- Alignment of the Australian Curriculum in all settings by using a year level professional team meeting cycle to identify specific learning goals and common intervention strategies across all classes in that year level.
- Targeted training and resource allocation through agreed frameworks to deepen practice around support for writing and spelling.
- Use of Professional Learning Teams to share best practice, aligned to strong sectors with clear early years' and middle years' priorities.
- Encouragement of broader stakeholder participation, volunteering and community building.

### Future Outlook

In the future, the school will continue to strive for excellence through a focus on Caring, Sharing and Learning Together. Broad frameworks will help shape a clear and consistent direction across all areas of the school.

The 2014 to 2017 Strategic Plan sees the **Art and Science of Teaching (ASoT)** become embedded across the entire school and used to refine key support programs and units in the school. It will also guide the implementation of the Australian Curriculum and other key imperatives.

Social and Emotional Wellbeing is structured through **Positive Behaviour for Learning (PBL)** and the **Kids Matter framework (KMF)**. These provide the foundations for the rights and responsibilities of all stakeholders.

Key areas for improvement for 2017 will include:

- A sharp focus upon Spelling as an agreed improvement agenda. The school will introduce Sounds Speech Pics (SSP) resources with targeted training and support to further extend student achievement.
- The school will identify improved directions and innovations to maximise student achievement across the school using strategies that are verified by research and evidence. This may include a review of classroom differentiation, targeted extension programs and reflecting on well-being links to personal achievement expectations.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1125	596	529	27	96%
<b>2015*</b>	1000	511	489	21	98%
<b>2016</b>	973	473	500	20	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

Mountain Creek's enrolment ranged between 970 and 1000 students across Prep to Year 6 in 2016. Gender percentages in the school are relatively consistent and extensive class selection processes ensured an even spread of talents and abilities in all classes. Some classes worked together to form ability groupings for some aspects of curriculum delivery. There were a small number of students who received support due to having English as an Additional Language or Dialect (EAL/D). Approximately 2% of students identified themselves as Indigenous across the school.

The student population was relatively stable, although there were some new students who came from overseas or interstate. Due to an established enrolment management plan, the large majority of students lived within the local community. In 2016, our Kanjini Centre (SEP) supported approximately 40 students with a disability, who were generally integrated into mainstream classrooms. Many other students and families were supported by the Chaplain, Student Welfare Officer and Guidance Officer.

A significant majority of students graduating from Year 6 in 2016 enrolled at Mountain Creek State High School. Our schools share a common heritage and commitment to the Art and Science of Teaching and linked programs.

## 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	18	24	24
Year 4 – Year 7	24	27	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

The school implements a range of distinctive programs to meet local needs. These include:

- Student Leadership Program
- Young Achievers Program of Excellence (Extension program for Year 2 to 6 students)
- Japanese Program of Excellence (Extension program for Year 5 and 6 students)
- Young Scholars (Academic Extension program for Year 5 and 6 students)
- Music Extension, including choirs, guitar program, rock band and strings program
- Positive Behaviour for Learning (PBL)
- Kids Matter Framework (KMF)
- Playground Pals (Student mentors)
- School camps and excursions
- Buddy system (older students supporting younger classes)
- Learning Support Program across the school
- Support-A-Reader Program
- Extensive Sports Programs
- Surf Skills (Year 6)
- Interschool Sports Program
- Year 6 Leadership Camp
- Chess Club

### Co-curricular Activities

Mountain Creek State School provides a base for a range of extra curricula activities and other community services. These include:

- Outside School Hours Care
- Vacation Care Program
- After School Community Hire Agreements for the Hall
- Active After School Sports (covering a range of sports)
- Venue for Mountain Creek Netball Club training

### How Information and Communication Technologies are used to Assist Learning

The school embraces the Smart School's Agenda to develop a 'learning community.' Teachers undertake opportunities to develop meaningful and engaging learning experiences. Flexible usage of technologies allows integration in an interdisciplinary curriculum which supports student's developmental needs.

Students have access to a range of computer sites and configurations throughout the school. Configurations include: class-based computers, POD arrangements (both wireless and desktops),

large scale computer labs and research facilities, development of flexible and formal learning environments in the Resource Centre with computers (class facility), data projectors and interactive whiteboards. iPads are currently being integrated into programs with over 60 devices used across the school in selected classes and programs.

Teachers innovate using technologies to enhance teaching episodes, using online content, virtual classrooms and software packages.

## Social Climate

### Overview

Since opening in 1994, Mountain Creek State School has operated with the motto of 'Caring, Sharing and Learning Together'. The school community works together to provide an environment that is challenging and stimulating, while nurturing the joy of learning. The social and emotional wellbeing of staff and students is an important aspect of the school. Mountain Creek State School has implemented a variety of proactive strategies to ensure the social climate is supportive for all stakeholders.

The school has a variety of staff whose role is to support staff, students and families. These include the School Chaplain, Student Welfare staff and Guidance Officer. Our KidsMatters Framework specifically addresses strategies to cater for emotional and social wellbeing.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	95%	97%	98%
this is a good school (S2035)	99%	97%	98%
their child likes being at this school* (S2001)	98%	95%	98%
their child feels safe at this school* (S2002)	98%	98%	98%
their child's learning needs are being met at this school* (S2003)	94%	95%	97%
their child is making good progress at this school* (S2004)	94%	93%	98%
teachers at this school expect their child to do his or her best* (S2005)	97%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	98%
teachers at this school motivate their child to learn* (S2007)	94%	93%	100%
teachers at this school treat students fairly* (S2008)	95%	89%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	95%	100%
this school works with them to support their child's learning* (S2010)	93%	95%	95%
this school takes parents' opinions seriously* (S2011)	96%	94%	92%
student behaviour is well managed at this school* (S2012)	97%	95%	97%
this school looks for ways to improve* (S2013)	98%	98%	98%
this school is well maintained* (S2014)	97%	98%	100%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	97%	100%
they like being at their school* (S2036)	98%	94%	99%
they feel safe at their school* (S2037)	98%	91%	100%
their teachers motivate them to learn* (S2038)	99%	95%	97%
their teachers expect them to do their best* (S2039)	100%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	100%	92%	96%
teachers treat students fairly at their school* (S2041)	98%	90%	95%
they can talk to their teachers about their concerns* (S2042)	99%	92%	94%
their school takes students' opinions seriously* (S2043)	98%	91%	96%
student behaviour is well managed at their school* (S2044)	95%	85%	90%
their school looks for ways to improve* (S2045)	99%	97%	99%
their school is well maintained* (S2046)	99%	92%	95%
their school gives them opportunities to do interesting things* (S2047)	100%	90%	98%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	99%	100%	99%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	94%	88%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	94%	98%
students are encouraged to do their best at their school (S2072)	99%	99%	100%
students are treated fairly at their school (S2073)	99%	99%	99%
student behaviour is well managed at their school (S2074)	96%	93%	97%
staff are well supported at their school (S2075)	97%	97%	96%
their school takes staff opinions seriously (S2076)	97%	97%	97%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	97%	97%	96%
their school gives them opportunities to do interesting things (S2079)	97%	97%	99%

\* 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

Parent involvement is highly valued and encouraged. This belief is central to maintaining a strong sense of community in our large school setting. Traditionally families are involved in a very hands-on fashion in the school, which is greatly appreciated by students and teachers. Some activities that involve parents in their children's education are as follows:

- General classroom help
- Parent and community presentations
- Online community surveys provided to all families
- Support-A-Reader volunteers
- Community Support Register
- Parent and Teacher Nights at the beginning of the school year
- Reporting processes including interviews
- Canteen supporters group
- Book Club facilitating
- Under 8s Week supervision
- Facilities committee
- Volunteering in Learning Support and Classrooms
- Excursion and camp supervision

Parent involvement in decision-making is supported through:

- Use of school wide surveys to identify broad community perceptions
- Parent Representative Committee
- Parents and Citizens Association
- School Council

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. As a KidsMatter school, Mountain Creek recognises the importance of social-emotional wellbeing and addressed this area through resources including the Respectful Relationships Education Program, The Daniel Morcombe Curriculum, lesson ideas from the BounceBack! Program and the Personal and Social Capabilities of the Australian Curriculum. In addition, the High 5 Strategy is used as a proactive tool to resolve peer conflict in a positive way. Similarly, staff are trained in the use of restorative questioning techniques to assist children to manage conflicts in a calm and respectful manner.

Mountain Creek State School participates in *Day for Daniel* and *The National Day of Action Against Bullying and Violence* each year. Students are reminded of key safety messages through positive activities including visits from Bruce and Denise Morcombe and our Annual Orange Day which is run by the Student Council.

### 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	11	18	16
Long Suspensions – 6 to 20 days	1	0	1
Exclusions	0	1	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

Mountain Creek State School has a commitment to sustainable practices. This has been demonstrated through the implementation of a range of conservation strategies. Water use has been reduced by establishing rainwater tanks.

Energy efficiency has been improved through installation of eleven solar panels to A Block and transitioning to solar hot water in the Tuckshop, Administration and Kanjini Blocks.

Students have supported the reduction goal through helping with recycling and participating in projects such as permaculture gardens and conservation units.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	246,488	499
2014-2015	263,743	8,787
2015-2016	258,901	18,246

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

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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	70	30	<5
Full-time Equivalent	59	21	<5

#### 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.**	0
Bachelor degree	59
Diploma	6
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 \$ 32,262.00. This figure includes running of school based events and funding access to external training opportunities.

Linked to the professional development program, a further \$31,083.00 was used to support teachers to participate in a professional learning team and cooperative planning cycle reinforcing Australian Curriculum needs and the Art and Science of Teaching focus areas.

The major professional development initiatives are as follows:

- School leader forums including regional meetings and workshops.
- ASOT and collaborative team training for staff in various roles.
- Positive Behaviour for Learning training and team meetings.
- School based skilling sessions using Twilight Professional Development opportunities.
- Mixed professional learning team training to support use of the Art and Science of Teaching.
- Teacher training in PreLit programs to support reading and writing in the early years
- Digital literacies and coding training for teachers leading technology developments.
- Staff training in mandatory requirements for Workplace, Health and Safety, and Student Protection.
- Targeted training for facility officers and cleaners in system identified training.

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.	97%	97%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% 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).	94%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	91%	91%

\*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%.

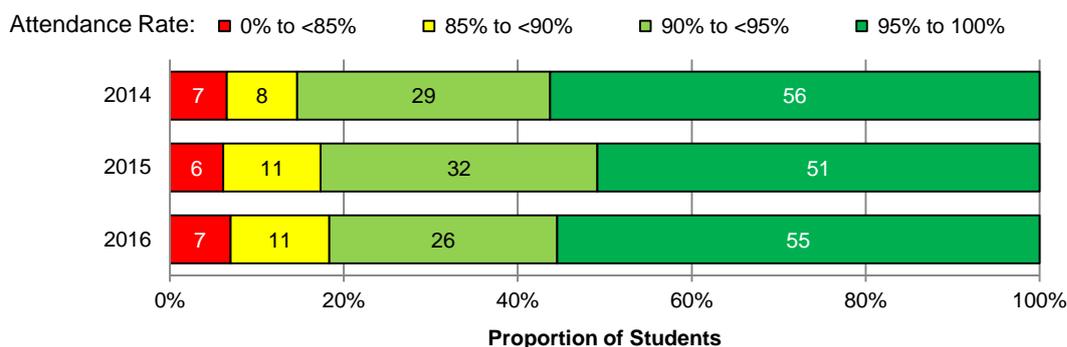
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	94%	95%	95%	95%	95%	94%	93%					
2015	94%	94%	94%	94%	94%	94%	94%						
2016	94%	94%	94%	94%	94%	94%	94%						

\*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.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student absences are monitored by teachers and concerns are raised with sector leaders for further follow up with parents. In cases of long term unexplained absence, Compulsory Schooling letters are sent to parents to ensure all students are attending school as per the legislation. Contact details of any absence enquiries are recorded as a contact on OneSchool. Mountain Creek State School prides itself on high levels of student attendance achieved through a supportive school environment and proactive student management strategies.

Unexplained absence SMS texts are sent to a family carer each day when a student is absent without a known reason. Parents are able to update contacts for unexplained absences by completing an SMS Texts Contact for Unexplained Absences form. This form is available on our website on the Forms and Documents section.

Mountain Creek State School employs a range of proactive strategies that are being used to increase attendance. These include:

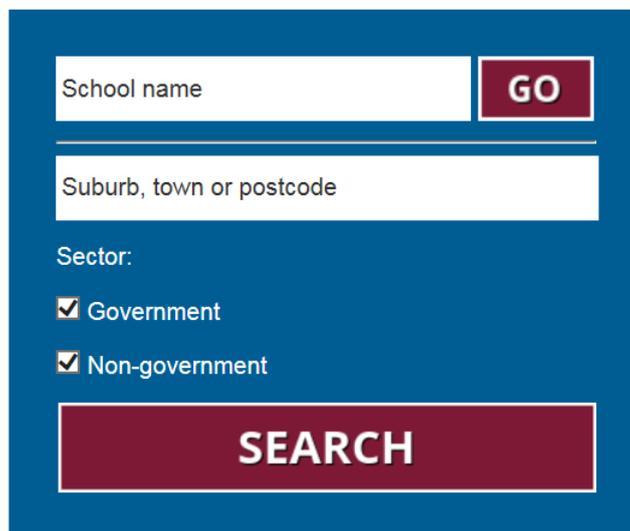
- the retention of a part-time Community Support Officer (student attendance).
- class and whole school acknowledgement monitoring of attendance targets.
- individual student acknowledgement (certificates) for 100% attendance.
- individual student acknowledgement (certificates) for major attendance improvements compared to the previous year's data.

## 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.

### Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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 NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.