



Mountain Creek 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

Mountain Creek State School is a high performing co-educational campus, aspiring to set standards recognised throughout the State. With a managed enrolment plan and approximately 975 students from Prep to Year 6, it is clearly recognised as a school of distinction.

High expectations within a supportive environment are the foundations for caring, sharing and learning together. Through committed teachers, innovative programs, quality facilities and strong community partnerships, Mountain Creek State School seeks to set the benchmark for educational excellence.

Mountain Creek State School uses the Art and Science of Teaching (ASoT) to guide its pedagogical framework. Ongoing professional development opportunities are provided to build teacher expertise and inform classroom practice strategies. Research evidence and strategies from Positive Behaviour for Learning (PBL) are used by the school to shape framework strategies for community engagement and social, emotional wellbeing.

Our vision is to provide high quality education that makes a positive difference to the lives of our students, by caring, sharing and learning together.

At Mountain Creek State School, we value a supportive and welcoming culture for volunteers, parents, carers, staff and students. This is reflected in a genuine care for all students by our staff who deliver quality programs. Our school uses universal positive rules to help everyone create a supportive school environment. At Mountain Creek State School we all remember Creeker's Code.

BE SAFE
BE RESPECTFUL
BE RESPONSIBLE

School progress towards its goals in 2018

In line with our Strategic Plan (2018 - 2021) and current Annual Improvement Program, the following priorities and strategies were focus areas during the year. Some of these strategies remain long term strategic targets for the school, and will continue to be developed in the future.

- Developing common approaches to improve writing quality.
- Continuing to improve spelling through quality teaching and common practices.
- Growing collaborative partnerships and peer sharing opportunities for staff.

The school has revised its approach to spelling through the work of a spelling working party. This has seen common resources and routines used across the school. The schools Spelling Policy/Program has also been rewritten to accommodate these changes. Furthermore, an inquiry cycle approach has identified agreed directions for the teaching of writing.

Future outlook

Key areas for future growth are documented in our Strategic Plan (2018 - 2021). These include Improving writing through supporting staff capability, aligning curriculum practice, tracking student learning and inspiring high performing students. The school looks forward to providing targeted training in the use of Big Write and its use of vocabulary, connectors, openers and punctuation (VCOP). Furthermore, school leaders will investigate ways to work with a range of year level teams in the areas of curriculum implementation and moderation. This will deepen instructional leadership across multiple year levels.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	973	1001	984
Girls	473	481	468
Boys	500	520	516
Indigenous	20	23	27
Enrolment continuity (Feb. – Nov.)	95%	97%	96%

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

Mountain Creek's enrolment on Day 8 was 984 and rose to over 1000 students later in the year. 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.

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. Our Kanjini Centre (SEP) supported approximately 47 students with a disability, who were generally integrated into mainstream classrooms. Many students and families were supported by the Chaplain, support staff and Guidance Officer.

A significant majority of students graduating from Year 6 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	24
Year 4 – Year 6	25	27	26

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

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 selected year levels)
- 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)
- Playground Pals (Student mentors)
- School camps and excursions
- 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

In 2018, the school undertook a major consultative evaluation to define future directions for specialist curriculum programs. It was decided that the teaching of Japanese, Music and HPE would move to a Prep to Year 6 model for all specialist subjects to maximise outcomes for the Australian Curriculum in those learning areas.

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. Approximately, 250 iPads are used across the school to support the general learning of students. Some of these iPads are currently being used in 2 targeted classes to assess future directions for teaching and learning, using technology as an everyday teaching tool. These classes are completing similar work to the other classes in their year level, but have specific activities adapted to include the digital technology component.

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 both 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 social emotional framework specifically addresses strategies to cater for emotional and social wellbeing.

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)	98%	95%	95%
• this is a good school (S2035)	98%	98%	96%
• their child likes being at this school* (S2001)	98%	99%	97%
• their child feels safe at this school* (S2002)	98%	99%	95%
• their child's learning needs are being met at this school* (S2003)	97%	87%	93%
• their child is making good progress at this school* (S2004)	98%	90%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	91%	91%
• teachers at this school motivate their child to learn* (S2007)	100%	90%	95%
• teachers at this school treat students fairly* (S2008)	100%	95%	93%
• they can talk to their child's teachers about their concerns* (S2009)	100%	96%	96%
• this school works with them to support their child's learning* (S2010)	95%	93%	93%
• this school takes parents' opinions seriously* (S2011)	92%	94%	91%
• student behaviour is well managed at this school* (S2012)	97%	89%	89%
• this school looks for ways to improve* (S2013)	98%	97%	95%
• this school is well maintained* (S2014)	100%	99%	98%

* 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)	100%	95%	95%
• they like being at their school* (S2036)	99%	90%	95%
• they feel safe at their school* (S2037)	100%	92%	94%
• their teachers motivate them to learn* (S2038)	97%	96%	94%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	99%	96%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	91%
• teachers treat students fairly at their school* (S2041)	95%	86%	85%
• they can talk to their teachers about their concerns* (S2042)	94%	86%	84%
• their school takes students' opinions seriously* (S2043)	96%	85%	88%
• student behaviour is well managed at their school* (S2044)	90%	78%	82%
• their school looks for ways to improve* (S2045)	99%	95%	96%
• their school is well maintained* (S2046)	95%	92%	92%
• their school gives them opportunities to do interesting things* (S2047)	98%	92%	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)	99%	97%	96%
• 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)	93%	88%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	100%	98%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	99%	100%	100%
• student behaviour is well managed at their school (S2074)	97%	93%	89%
• staff are well supported at their school (S2075)	96%	88%	88%
• their school takes staff opinions seriously (S2076)	97%	90%	88%
• their school looks for ways to improve (S2077)	100%	97%	96%
• their school is well maintained (S2078)	96%	99%	99%
• their school gives them opportunities to do interesting things (S2079)	99%	95%	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.

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
- Tuckshop supporters group
- Under 8s Week supervision
- Facilities committee
- Volunteering in Learning Support and classrooms
- Excursion and camp supervision
- Whole school events including the spring fair, discos and movie nights.

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 education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. 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 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 organised by the Student Council.

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	16	10	18
Long suspensions – 11 to 20 days	1	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

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 building.

Students have supported the reduction goal through recycling bottles and other containers. The school has planned to introduce specific recycling bins to be linked to a schoolwide fundraising strategy that limits the production of unwanted waste.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	258,901	248,706	253,846
Water (kL)	18,246	17,994	2,100

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

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	68	44	<5
Full-time equivalents	58	30	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	5	
Graduate Diploma etc.*	0	
Bachelor degree	57	
Diploma	6	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$73,459. This figure is the combined total of all professional development costs (\$46,890.00) and other funds used to allow teachers to deepen knowledge of the Australian Curriculum by cooperatively planning units of work (\$26,569.00). Professional development includes running of school based events and access to external training opportunities and resources. The cost areas in expenditure calculations included management of the social emotional team, release for performance development plan initiatives, whole school professional development, specific training requests, targeting the explicit improvement agenda and catering for peer collaboration requests.

The major professional development initiatives are as follows:

- Schoolwide training for First Aid.
- Mandatory requirements for Workplace, Health and Safety, and Student Protection.
- School leader participation in regional meetings and workshops.
- Positive Behaviour for Learning training and meetings including the Positive Schools Conference.
- School based Twilight Professional Development opportunities focusing upon spelling and writing.
- Release of spelling team members for collaboration and support of other staff.
- Mixed professional learning team training to support use of the school's pedagogical framework.
- Implementation of peer collaboration time to allow teachers share and observe teaching strategies and ideas.
- Upskilling of school representatives in the Wheel of Wellbeing to support future schoolwide initiatives.

- Teacher participation in North Coast Region Curriculum workshops focusing upon English Units.
- Targeted training for facility officers and cleaners in system identified training.
- Investigative visits to explore potential learnings in such areas as inquiry based approaches and use of Big Write.

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.	96%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	94%	94%	94%
Attendance rate for Indigenous** students at this school	91%	94%	95%

* 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

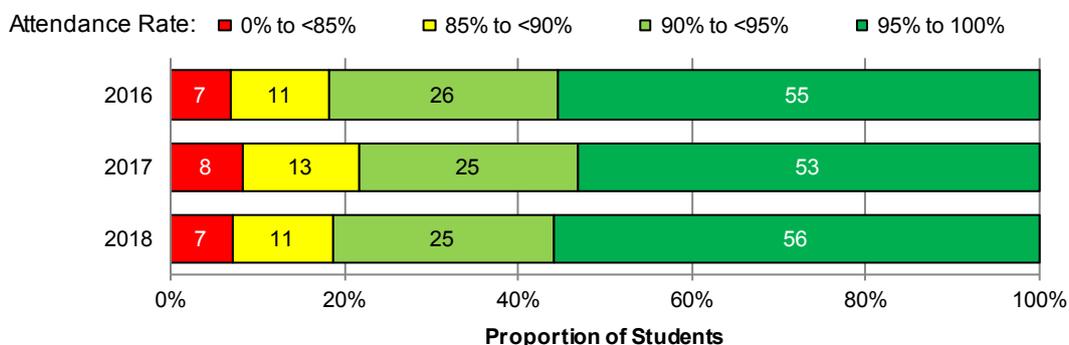
Year level	2016	2017	2018
Prep	94%	95%	95%
Year 1	94%	94%	95%
Year 2	94%	94%	94%
Year 3	94%	93%	94%
Year 4	94%	94%	93%
Year 5	94%	94%	93%
Year 6	94%	94%	94%

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 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:

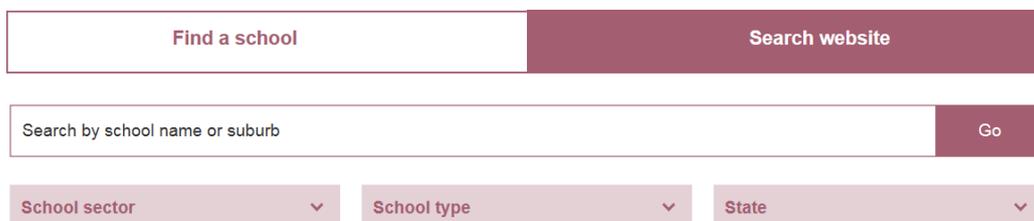
- class and whole school acknowledgement monitoring of attendance targets.
- individual student acknowledgement (certificates) for 100% attendance.
- individual student acknowledgement (certificates) for major attendance improvements compared to the previous year's data.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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.