

# Moorooka State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Moorooka State School is situated in the beautiful suburb of Moorooka, on Brisbane's southern outskirts. We're a great school where great things happen. In sending your child to Moorooka State School, not only will they receive a well balanced curriculum with a focus on improved literacy and numeracy outcomes, they will be educated in a happy and caring environment.

One of the greatest things about Moorooka State School is that our community is made up of children from all over the world: in fact the Moorooka children represent over 50 countries of the world! How awesome is that! If you'd like your child to attend such a wonderful culturally diverse school, then please contact the Principal, Craig Kerwin, or Deputy Principal, Kristin Hill, today so we can arrange to meet you.

Something you may not realise about Moorooka State School: we are not enrolment managed, so you can live outside our immediate area and still enrol at our school.

Children who are younger than the prescribed age for Prep may be enrolled in Prep if: they turn 5 years by 31 July in the year of proposed attendance; and the principal is satisfied the child is ready for education in Prep, having regard to their attributes (including ability, aptitude, social and emotional competence, physical development, and level of knowledge and understanding).

### School progress towards its goals in 2015

2015 saw the completion of our current School Plan. In 2016 we will commence a new four year plan.

Core Priority	Strategy	Actions
<b>Core Priority - Numeracy</b>	Develop and document the school's approach to the explicit teaching of Numeracy	<ul style="list-style-type: none"> <li>Introduce Numeracy Blocks</li> <li>Audit teaching resources and develop resource acquisition plan</li> <li>Review assessment framework - numeracy</li> <li>Promote use of ICTs in teaching of Numeracy</li> </ul>
<b>Core Priority - Reading</b>	Develop and document the school's approach to the explicit teaching of Reading	<ul style="list-style-type: none"> <li>Review Home Reading program</li> <li>Twice yearly target setting for all students - Pat-R</li> <li>Implement targeted reading program</li> <li>Professional development in the teaching of reading</li> <li>Implement Literacy Blocks</li> <li>Promote use of iPads in teaching of reading</li> </ul>

<b>Core Priority - Writing</b>	Develop and document the school's approach to the explicit teaching of Writing/Spelling/Punctuation	Utilise writing exemplars at A, B and C standards for each year level Arrange PD in the teaching of Writing/Spelling/Punctuation.
<b>High quality teaching practices</b>	Develop a research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice	Maintain moderation processes to ensure that standards are consistent Document effective teaching strategies to be used across the school Develop and implement a teacher coaching model
	Develop a Pedagogical Framework which articulates the school's approach to teaching	Develop Moorooka Road Map Implement Curriculum, Assessment and Reporting Framework Implement Student Goal Setting Policy Implement Homework and Bookwork Policy Implement School-Wide Reporting Guidelines Implement Risk Management Procedures
	Use the Developing Performance Framework as a tool to align teacher capability development with school priorities	Model quality teaching practices Seek Staff Feedback Through School Opinion Survey Data
<b>Consistent classroom pedagogical practices</b>	Implement research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice	Embed the school motto and mission statement in all practices. Embed The Leader In Me in daily practice Embed Explicit Teaching Strategies in daily practice
<b>Whole-of-school assessment and data collection</b>	Review School Assessment Framework and data storage processes to ensure an elegant sufficiency of data is collected and effectively utilised	Staff use of electronic markbooks Encourage / facilitate collaborative planning based on student achievement data
	Develop and implement a process for the systematic collection, storage, and retrieval of a range of student outcome data	Provide professional development program in analysing and interpreting data.
	Build a culture where teachers accept joint accountability for learning outcomes	Regularly develop and review student learning goals Establish and regularly monitor benchmarks (minimum standards) and individual targets for students Establish processes to regularly monitor Individual Education Plans Train teachers to provide regular feedback to students
<b>Continuous monitoring of student achievement</b>	Celebrate success of student achievement	Student Leadership Opportunities Year 6 Graduation End of Year Achievements Student Selection in District/Regional Teams Student Participation in Performing/Cultural Activities Seek Student Feedback Through School Opinion Survey Data Introduce Student Celebration Postcards

<b>Workforce performance development</b>	Use the Developing Performance Framework as a tool to align teacher capability development with school priorities	Embed processes, which build a learning and feedback culture in the school Implement Admin Team - Teacher Coaching Model Embed processes where staff regularly discuss their teaching with school leadership team Facilitate opportunities for staff to engage in collegial interactions Develop and embed a 'lesson observation' rubric
	Deliberately foster and develop leadership capabilities of other staff members	Facilitate leadership opportunities for staff Focus on enhancing leadership skills associated with coaching and feedback
	Implement Moorooka Road Map	Review school-based policy and curriculum Develop OnePortal resources to align with Moorooka Road Map Provide staff with professional reading about school improvement agenda

<b>Productive partnerships with school community stakeholders</b>	Maintain effective parent partnerships.	Share and discuss Education Queensland's priorities with the P&C Hold welcome nights for parents. Encourage parent participation in culminating activities each semester Work closely with parents of students exhibiting poor behaviours consistently Improve school communication with community/parents Seek Parent Feedback Through School Opinion Survey Data
	Maintain effective community partnerships.	Regular student involvement in outside agency activities Maintain use of school facilities by outside agencies Promote Moorooka State School in the community

### Future outlook

We are ensuring a continued focus on the school's philosophy of education and its core values around improving student outcomes. In moving from 2015 to 2016 our focus will include ensuring the provision of human resources to:

- reduce class sizes
- provide additional support to students through increased T/A allocation
- provide extended support for students with learning needs or requiring extension
- provide curriculum support to classroom teachers

Our philosophy is linked closely to works of Stephen Covey through his publications: "7 Habits of a Health Mind" and "The Leader In Me".

Our literacy program will continue to be a high priority on the agenda: we will be specifically looking at the delivery of quality teaching of reading. The results of students from non-English speaking backgrounds (ESL, English Second Language) are something we are very proud of, however when compared with Non-ESL background students their results in Standardised Testing are not comparable until they have had several years of schooling. National testing (NAPLAN) results entitled the school to extra support in developing the role of the Literacy Coach.

In 2014 we introduced the Levelled Literacy Intervention (LLI) program as a means to improving the literacy and reading skills of students in Years 1 to 6 who were below benchmark. For prep-ages students we implemented the Foundation Q and Reading Our Way programs.

The programs have been extremely successful through 2014 and 2015 with the average child increasing by 5 PM levels between testing periods. With the resources in place and staff trained, these programs will continue into 2016 as part of our ongoing commitment to the quality teaching of reading in the school.

We have been extremely pleased with the success of our literacy intervention programs: the results being witnessed from our involvement in these programs are outstanding with many students increasing exponentially in terms of their reading age and comprehension abilities.

Moorooka State School also continues to value highly the richness our diverse community brings to our school. We are determined to market our strengths to the wider community in an effort to help them understand the transitions the community has undergone in the past few years.

We continue to encourage wider community partnerships that value difference and the life long learning we gain from understanding other cultures. Events like Harmony Day, NAIDOC Day, and the Moorooka Christmas Carnival are supported by Council and community groups.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	343	156	187	9	90%
2014	358	166	192	14	93%
2015	326	132	194	12	89%

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 2015, there were no students enrolled in a Pre-Prep program.\* Moorooka State School offers an onsite C&K unit.

\*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:

Enrolments have remained consistent. Prep enrolments at the end of Term 4 2015 were at 50. We have continued to utilise local marketing means to encourage enrolment in the school.

It is anticipated the enrolment growth will continue. Students attend Moorooka State School from both the local area and from surrounding suburbs. Moorooka is well known for its cultural diversity. We do have a small number of transient students who may enrol in our school but need to enrol elsewhere due to family movement and distance prevents them from continuing. In general students who enrol at Moorooka stay enrolled.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	18	18
Year 4 – Year 7 Primary	21	17	20
Year 7 Secondary – 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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	4	19	19
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

### Curriculum delivery

#### Our distinctive curriculum offerings

Moorooka State School offers a rich and diverse educational program planned around the following Key Learning Areas:

- Mathematics
- English
- Science
- Studies of Society and the Environment (SOSE)
- Music (including instrumental Music)
- Health & Physical Education
- Language Other Than English (Japanese)

#### Extra curricula activities

Moorooka State School offers a wide variety of sporting and cultural opportunities for students. Several students have found success at district, regional and state levels in both sport and cultural endeavours.

The school's choir, string ensemble, and instrumental music program have all experienced successes at regional level.

#### How Information and Communication Technologies are used to assist learning

Staff at Moorooka State School make extensive use of ICTs in the teaching and learning process. This includes the use of:

- Staff MacBook Pro laptops
- Interactive white boards
- Wireless keyboards and mice connected to the IWBs
- Laptop computers
- Extensive desktop computers (Windows and Mac)
- iPod and iPad technology (the school has 150 "i" devices utilised by both staff and students)
- Digital equipment, such as video cameras, Flip video cameras, still digital cameras, microscopes
- Green room facilities, including high-end equipment and dedicated multimedia software
- Robotics: Bee-Bots and Ozobots

## Social Climate

Our school has a rich tradition of sporting and musical excellence with many awards and achievements at both local and state level. Our Physical Education/Sport teacher ensures that students have many opportunities to participate in inter-school sport. Students in Years 4 to 7 have been offered participation in Rugby League, Soccer, Netball, Softball, Cricket, Touch Football and Australian Rules available.

2015-16 continued to be successful seasons for Moorooka with a number of students representing the school at both regional and state levels.

Students represented the school in Netball, Swimming, Touch Football, Rugby League, Soccer, Cross Country and Athletics.

Students access the on-site swimming pool for two swimming lessons per week in terms 1 and 4 and may also elect to join the Moorooka Marlins Swim Club, which provides coaching before and after school.

Moorooka has a strong music program where students may choose to learn a musical instrument at school and join the Senior or Junior Strings, Senior or Junior Instrumental Band, or Choir. In 2015 we continued private tuition for students. Families can opt to have tuition in piano, drums and guitar.

Our annual Performing and Cultural Evening remains a highlight on the school's calendar.

Students also have the opportunity to become involved in various interests and hobby groups, Religious Education and State and Australian competitions.

Moorooka State School supports an inclusive, caring sense of community. Several programs within the school assist in nurturing this climate.

Our Chaplain is very active and plays a large role in supporting children's well being. Breakfast club ensures students are well prepared for the day.

Students eat in year-level groups with their classroom teacher; this ensures students are eating healthy food to assist their attention levels throughout the day.

Students are presented with Honour Awards at our weekly parades. The teachers identify students who have:

- demonstrated the school's 5 Cs  
*Courtesy, Consideration, Co-operation, Common Sense, and Care;*
- actively demonstrated the Seven Habits of Highly Effective People; OR
- exemplified themselves in the classroom.

Gotcha Awards are given to students who are 'caught' doing the right thing.

School leaders play an active part in running lunchtime activities, supporting charities and managing parades.

The school offers a very supporting and caring environment and, in general, experiences very few major behaviour issues throughout the year. Staff follow the school's Responsible Behaviour Plan for Students. **Parent, student and staff satisfaction with the school**

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	97%	85%
this is a good school (S2035)	100%	87%	73%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	90%	96%
their child's learning needs are being met at this school (S2003)	100%	90%	92%
their child is making good progress at this school (S2004)	100%	95%	92%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	92%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	95%	88%
teachers at this school motivate their child to learn (S2007)	100%	95%	92%
teachers at this school treat students fairly (S2008)	100%	89%	92%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	92%
this school works with them to support their child's learning (S2010)	100%	97%	85%
this school takes parents' opinions seriously (S2011)	100%	80%	81%
student behaviour is well managed at this school (S2012)	100%	85%	81%
this school looks for ways to improve (S2013)	100%	92%	88%
this school is well maintained (S2014)	100%	90%	96%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	97%	98%
they like being at their school (S2036)	98%	99%	98%
they feel safe at their school (S2037)	97%	94%	98%
their teachers motivate them to learn (S2038)	95%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	100%	98%
teachers treat students fairly at their school (S2041)	90%	93%	89%
they can talk to their teachers about their concerns (S2042)	92%	97%	85%
their school takes students' opinions seriously (S2043)	86%	99%	83%
student behaviour is well managed at their school (S2044)	78%	93%	85%
their school looks for ways to improve (S2045)	97%	99%	96%
their school is well maintained (S2046)	94%	97%	94%
their school gives them opportunities to do interesting things (S2047)	98%	100%	96%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	100%	93%
they feel that their school is a safe place in which to work (S2070)	97%	100%	96%
they receive useful feedback about their work at their school (S2071)	89%	100%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	97%
student behaviour is well managed at their school (S2074)	97%	100%	97%
staff are well supported at their school (S2075)	88%	100%	83%
their school takes staff opinions seriously (S2076)	91%	100%	83%
their school looks for ways to improve (S2077)	100%	100%	90%
their school is well maintained (S2078)	97%	100%	100%
their school gives them opportunities to do interesting things (S2079)	91%	100%	83%

<sup>#</sup> '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

Moorooka State School has an active and supportive parent community. Parent involvement is through the P&C and its various sub-committees including Tuckshop, Uniform Shop, swimming Club, Music Support Group, Moorooka Activities Centre, Facilities Group and Parent Group.

Parents are encouraged to participate in the daily life of the school by volunteering to assist in classrooms, swimming programs and excursions.

Our school chaplain provides many opportunities throughout the year for families to be actively involved in community-minded activities.

Our school year ends with the annual Moorooka Christmas Carnival which provides a great way for families to relax and enjoy the end of the year.

### Reducing the school's environmental footprint

The school utilises a number of installed water tanks for watering gardens and the school oval. The school's solar panels ensure that electricity consumption is reduced and that power is sent back to the grid. Staff and students ensure that lights, fans and other equipment are switched off when leaving rooms.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	133,534	2,068
2013-2014	141,834	2,005
2014-2015	147,266	2,332

\*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.

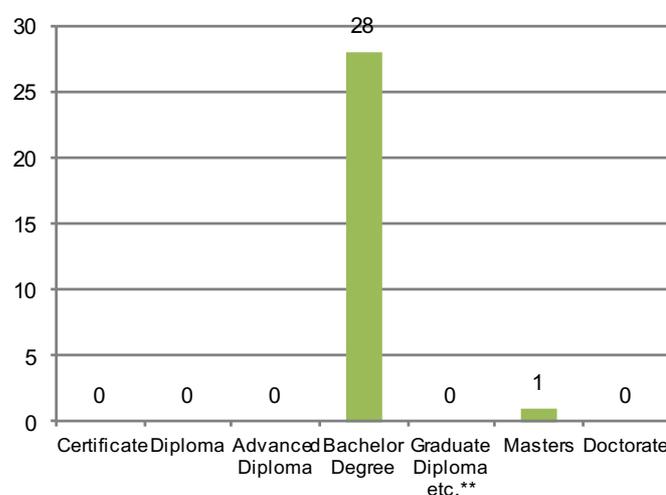
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	34	20	<5
Full-time equivalents	25	14	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
<b>Total</b>	<b>29</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$15000.

The major professional development initiatives are as follows:

ICTs (including IWBs/Mac OS/iPad iOS)

Data Analysis

Curriculum

Pedagogy

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

School income 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

Where it says '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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	91%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

### Student attendance rate for each year level (shown as a percentage)

	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
2013	94%	93%	93%	90%	95%	94%	94%	94%					
2014	92%	95%	92%	94%	92%	92%	93%	91%					

**Student attendance rate for each year level (shown as a percentage)**

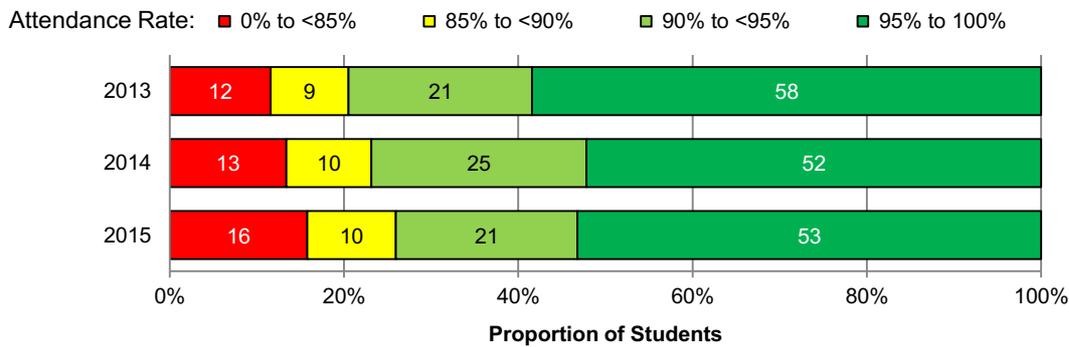
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	92%	94%	92%	93%	92%	91%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

At Moorooka State School staff and the administration team place emphasis on contacting parents to follow up student absences. This has assisted in reducing student absenteeism.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.**

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

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Sector:

Government

Non-government

Where it says '**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.