



Moorooka State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Moorooka State School is a co-educational school catering for students in Prep to Year 7. The school is enriched with diverse educational programs and a teaching/support staff dedicated to improving outcomes. In the past 2-3 years we have seen great improvements in literacy across the school, and we are proud of these achievements. We also boast a very supportive parent body who support the school's endeavours to improve outcomes.

We celebrate a rich diversity of cultures: some 24 languages are spoken by our students. Harmony Day is a highlight of our community involvement. The school and the community are enriched by the cultural diversity within the school, in helping us better understand and value people.

We focus on traditional values and high standards. Many of our students achieve academic excellence. Our strong tradition of sporting and performing arts participation and excellence is evident in achievement and representation at District, Regional, State and National levels. Students are involved in a wide variety of co-curricular interests.

Our School Chaplain is a valued part of the team supporting our school community. Moorooka keenly seeks positive parent-teacher partnerships, as these underpin the role of parents as co-educators of children.

The school seeks active engagement with the local community. The range of facilities, programs, resources and community participation encapsulate our motto: Moorooka State School: Where great things happen.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Our school recently concluded a 12 month review through the School Improvement Unit. Along with our Assistant Regional Director, we were absolutely thrilled with the findings of this review:

The leadership team consists of the principal, deputy principal, literacy coach and Support Teacher Literacy and Numeracy (STLaN). The team is driving a clear and consistent explicit agenda to improve the reading pedagogy of teachers and reading outcomes of students.

The team has maintained a narrow and sharp focus on the implementation of the reading improvement agenda. A roles and responsibilities framework is developed. The framework provides clear information to staff members regarding the roles of members of the leadership team and other school personnel including organisational teams and their meeting structures in the school. Teaching staff members speak about the clarity of roles and the specific purpose of teams in the school.

The improvement agenda has been communicated to all staff and community members. Teachers, teacher aides and students are able to identify reading improvement as the priority of the school and can discuss how the improvement agenda has improved their practice.

The leadership team is utilising the research of Sharratt and Fullan's¹ Putting Faces on the Data and the 14 parameters of school improvement to guide their work, in conjunction with the works of Fischer and Frey² and Hattie's³ Visible Learning for Literacy. The leadership team articulates these researched practices and how they are utilised to guide improvement.

The principal takes an active role in undertaking learning walkthroughs across all classrooms. A proforma is developed for this purpose and teachers receive written feedback. These learning walks are undertaken during the literacy block and have focused on guided reading instruction. Teachers articulate their participation in learning walks and comment that they appreciate the feedback they receive.

The school has established a positive culture and there is a feeling of optimism in the school. The leadership team has developed their capacity as instructional leaders and have focused their work on improving the capacity of teachers to implement quality curriculum with a focus on English and reading.

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 2016 to 2017 our focus will include ensuring the provision of human resources to:

- provide additional support to students through increased T/A allocation
- provide extended support for students with learning needs or requiring extension
- provide literacy and curriculum support to classroom teachers through the employment of a Literacy Coach and Head of Curriculum

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.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	358	166	192	14	93%
2015*	326	132	194	12	89%
2016	308	128	180	11	91%

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

Enrolments have remained consistent. Prep enrolments at the end of Term 4 2016 were at 65. We have continued to utilise local marketing means to encourage enrolment in the school. FaceBook features greatly in our marketing strategy.

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

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	21	22
Year 4 – Year 7	17	22	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

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)

In 2016 we have introduced the early stages of robotics and coding for students in all year levels.

Co-curricular 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 Air laptops
- 55" LCD TV Screens
- Laptop computers
- Extensive desktop computers (Windows and Mac)
- iPod and iPad technology (the school has 200 "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, Ozobots, SPRK+, Lego Mindstorms, Lego WeDo

Social Climate

Overview

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 2016 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.

Moorooka Merits 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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	85%	91%
this is a good school (S2035)	87%	73%	91%
their child likes being at this school* (S2001)	100%	100%	97%
their child feels safe at this school* (S2002)	90%	96%	97%
their child's learning needs are being met at this school* (S2003)	90%	92%	91%
their child is making good progress at this school* (S2004)	95%	92%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	92%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	88%	87%
teachers at this school motivate their child to learn* (S2007)	95%	92%	91%
teachers at this school treat students fairly* (S2008)	89%	92%	94%
they can talk to their child's teachers about their concerns* (S2009)	97%	92%	97%
this school works with them to support their child's learning* (S2010)	97%	85%	91%
this school takes parents' opinions seriously* (S2011)	80%	81%	80%
student behaviour is well managed at this school* (S2012)	85%	81%	82%
this school looks for ways to improve* (S2013)	92%	88%	91%
this school is well maintained* (S2014)	90%	96%	85%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	98%	97%
they like being at their school* (S2036)	99%	98%	95%
they feel safe at their school* (S2037)	94%	98%	97%
their teachers motivate them to learn* (S2038)	100%	100%	98%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	97%
teachers treat students fairly at their school* (S2041)	93%	89%	95%
they can talk to their teachers about their concerns* (S2042)	97%	85%	93%
their school takes students' opinions seriously* (S2043)	99%	83%	93%
student behaviour is well managed at their school* (S2044)	93%	85%	90%
their school looks for ways to improve* (S2045)	99%	96%	100%
their school is well maintained* (S2046)	97%	94%	95%
their school gives them opportunities to do interesting things* (S2047)	100%	96%	98%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	93%	89%
they feel that their school is a safe place in which to work (S2070)	100%	96%	93%
they receive useful feedback about their work at their school (S2071)	100%	90%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	86%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	93%
students are treated fairly at their school (S2073)	100%	97%	93%
student behaviour is well managed at their school (S2074)	100%	97%	85%
staff are well supported at their school (S2075)	100%	83%	89%
their school takes staff opinions seriously (S2076)	100%	83%	89%
their school looks for ways to improve (S2077)	100%	90%	96%
their school is well maintained (S2078)	100%	100%	92%
their school gives them opportunities to do interesting things (S2079)	100%	83%	85%

* 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

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. Consultation processes regarding the adjustments made to assist students with diverse needs to access and participate fully at school should also be included.

Respectful relationships programs

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

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	19	19	42
Long Suspensions – 6 to 20 days	0	0	1
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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	141,834	2,005
2014-2015	147,266	2,332
2015-2016	166,438	1,706

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

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	28	22	<5
Full-time Equivalents	23	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	27
Bachelor degree	
Diploma	
Certificate	

*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 \$13500.

The major professional development initiatives are as follows:

ICTs (including IWBs/Mac OS/iPad iOS)

Data Analysis

Reading

Literacy

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.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% 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).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	92%

*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%.

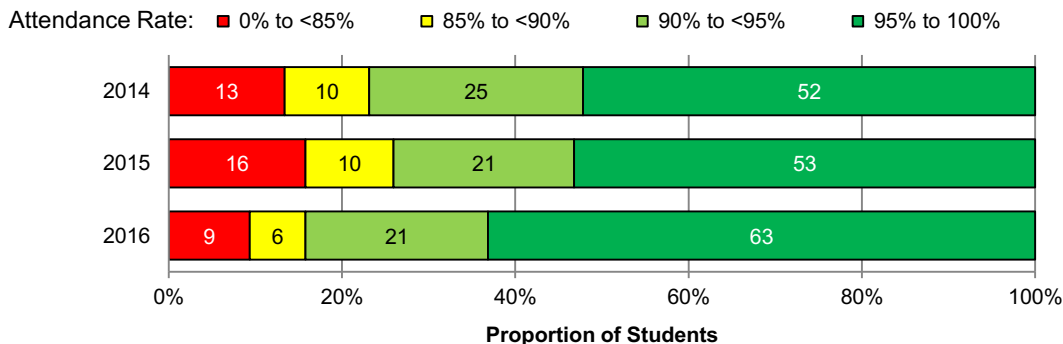
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	95%	92%	94%	92%	92%	93%	91%					
2015	95%	92%	94%	92%	93%	92%	91%						
2016	96%	95%	92%	95%	95%	95%	91%						

*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.

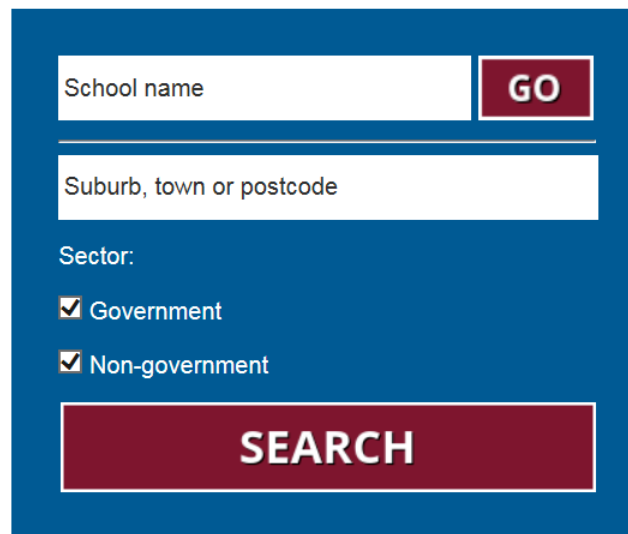
At Moorooka State School staff and the administration team place emphasis on contacting parents to follow up student absences. This has assisted in reducing student absenteeism. Weekly class attendance is published with staff with staff required to discuss with the principal if attendance rates are low. School attendance rates are published weekly on the school's FaceBook page and celebrated at the weekly parade.

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 image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- 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.