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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the Department's [Right to Information site](#).

Contact Person Mr Craig Kerwin, Principal

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.

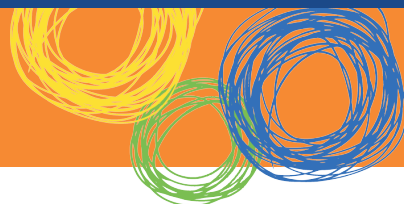
Students who attend Moorooka State School have access to modern classrooms, a refurbished library, and a beautiful, spacious campus with two huge ovals and a pool. We have a brand new art/drama classroom and science lab, which have been set up with outstanding facilities to meet the Australian Curriculum. Our staff provide your child with a range of activities which allow them to broaden and deepen their experiences.

Moorooka State School is unique and rich in its cultural diversity with the students attending our school coming from some fifty different countries from around the world.

School progress towards its goals in 2011

1. Reading and Literacy

The school has developed a deep commitment to improving the reading and literacy strategies and abilities of all students. Through the employment of a Literacy Coach from January 2011 to December 2012, the school is meeting this key strategy. The literacy coach focuses on reading development in all year levels, with additional support provided to Prep, and Years 3, 5 and 7 (NAPLAN Year Levels). In 2011 significant improvements in student literacy levels were evidenced in both reading scores (using PAT-R data) and literacy and numeracy (using NAPLAN results). The staff is committed to ensuring the continued success of this priority.



2. ACARA Implementation and Curriculum Development

During the 2011 school year, commitment was made to ensure readiness for the implementation of the Australian Curriculum, Assessment and Reporting Authority (ACARA) expectations in 2012. The school employed the expertise of a curriculum co-ordinator who worked on school curriculum documentation and in the classroom with staff and students. This has resulted in an easy transition to the Australian Curriculum in 2012. The school remains committed to meeting the expectations of Education Curriculum and ACARA in providing an all-round excellent program for the students of the school.

3. Data Analysis

The school has committed to continual review of student data to assist in enhancing the teaching-learning cycle for students. As data is captured, staff utilise the information to inform their practice and amend programs of work accordingly to assist the students in their education. Staff have undertaken professional development in data analysis as well as worked closely with the administration team and literacy coach to enhance their understanding. Data analysis also allows staff to better cater for those students who are working above the mean for a particular year level, and those who may require additional support. This is resulting in improvements in student achievement.

4. Differentiation

Students have varied learning modes and abilities. In understanding differentiation, staff can better ensure that the teaching-learning cycle reflects more appropriately for the learning. In late 2011 and during 2012, Moorooka State School staff are undertaking professional development in the use of differentiation and high order thinking skills to promote high-stake learning for the students of the school.

5. ICT Framework

During 2011, and continuing in 2012, Moorooka State School is committed to enhancing learning outcomes for students through a highly organised ICT Framework. In 2011 all teaching areas of the school were upgraded to include Interactive Whiteboard technology to allow for better teaching practice. The school also committed to integrating iPad and iPod technology in the teaching-learning cycle. Both types of iDevices are used to enhance the delivery of curriculum, with particular focuses on reading, music, Higher Order Thinking Skills, learning support, and English as a Second Language (ESL). Early results are indicating that the use of such devices has not only improved student outcomes but has assisted in student engagement in learning, especially for boys.

Future outlook

We are ensuring a refocus on the school's philosophy of education and its core values to ensure that improving student outcomes remains the central focus of all programs throughout 2010 and 2011.

Our literacy program will continue to be a high priority on the agenda. 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. A coach is used to mentor and assist teachers in embedding the latest Literacy practices and has already proven to be the 'most significant professional development' our teachers have ever under gone.

This renewed focus on Literacy practice is the paramount for 2010-11. Already the results being witnessed from our involvement in this program 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, Car Boot Sales and Christmas Carols are supported by Council and community groups.

Marketing the school as a place “where great things happen” will be the priority for 2011.

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
314	156	158	92%

Characteristics of the student body:

Enrolments have been consistently increasing. From 2011 to 2012 the school has attracted a further 200% increase in Prep Enrolments and now has three Prep units in the school. It is anticipated that Prep enrolments will continue to remain healthy from 2012 to 2013. Students attend Moorooka State School from both the local area and from surrounding suburbs. Moorooka is well known for its cultural diversity.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	19.6
Year 4 – Year 10	27.5
Year 11 – Year 12	
All Classes	23.2

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	11
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

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
- 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:

Interactive white boards

Wireless keyboards and mice connected to the IWBs

Laptop computers

Extensive desktop computers

iPod and iPad technology (the school has 125 "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

Social climate

Our school has a rich tradition of sporting and musical excellence with many awards and achievements at both local and state level. The opportunity to participate in inter-school sport is offered to students from years 4 to 7 in both summer and winter, with Rugby League, Soccer, Netball, Softball, Cricket, Touch Football and Australian Rules available.

Our school at a glance

2010 was a very successful season for Moorooka in the sporting arena with 1 State representative, 3 students representing at Regional level and 13 District representatives.

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. Our annual cultural event, Musical Moments, 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.

Our Year 6 & 7 students undertook Elective programs this year which included Robotics, Cooking, Science, Japanese, Art and Environmental Science.

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 class groups with their classroom teacher; this ensures students are eating healthy food to assist their attention levels throughout the day.

ASPIRE Awards are presented each parade for Academic and Social achievement.

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.

Middle Phase students use behaviour matrixes and weekly self assessment of their own behaviour.

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 teacher satisfaction with the school

In general, the feedback received from staff, students and parents is positive and reflects the caring and supportive nature of the school. Recent internal surveys indicated that both staff and students are extremely satisfied with the management of the school and the current direction the school is heading, as well as climate and care within the work place. The school's administration team works closely with the school's P&C to ensure a collaborative approach with parent representatives of the school. The Parents Group continues to be a highlight of the school, providing a huge amount of support to staff and raising extensive funds through its fundraising endeavours. The Music Support Group and dads Group provide additional support means throughout the school. This is backed up by the results of the 2010 school opinion survey, a method which also ensures parent feedback is obtained.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	65%
Percentage of students satisfied that they are getting a good education at school	68%
Percentage of parents/caregivers satisfied with their child's school	69%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	83%
Percentage of staff members satisfied with morale in the school	88%

DW – Data withheld

Involving parents in their child's education

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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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, 2010-2011

	Electricity KwH	Water KL
2011	157,704	1,408
2010	164,694	2,306
% change 10 - 11	-4%	-39%

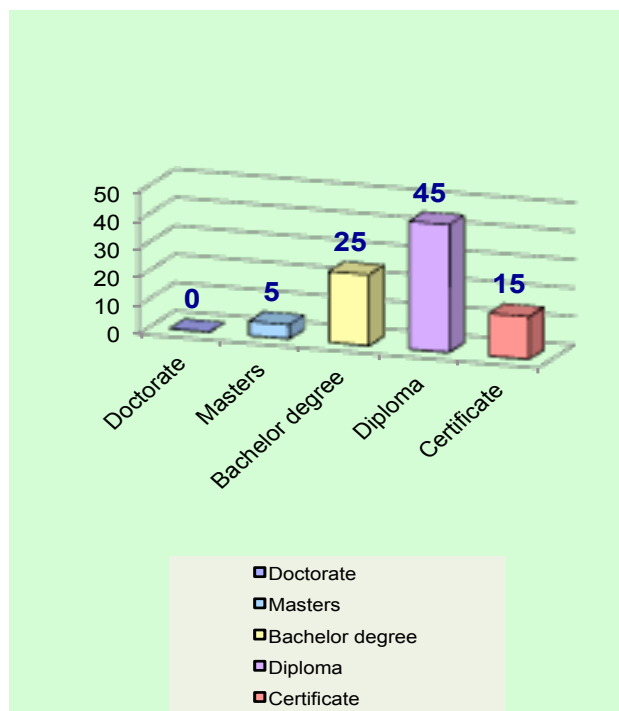
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	25	16	0
Full-time equivalents	20	10	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Bachelor degree	25
Diploma	45
Certificate	15



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$8000.

The major professional development initiatives are as follows:

- ICTs
- Data Analysis
- Curriculum.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

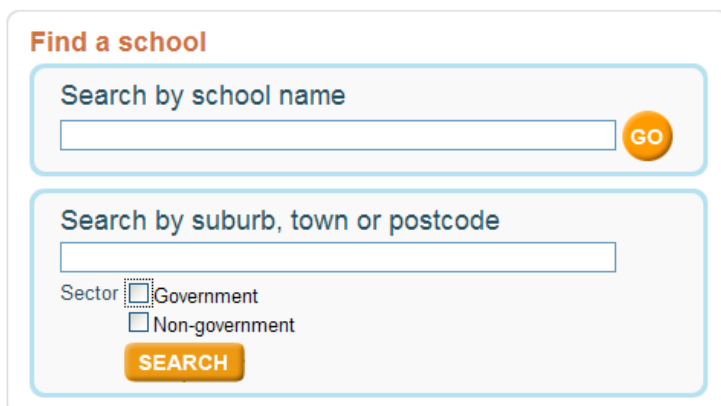
Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2011 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

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

Our staff profile

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.

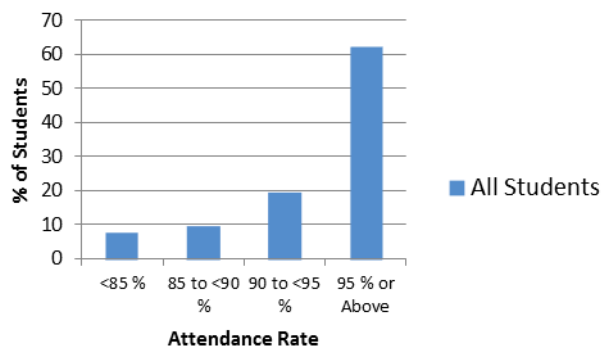
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95%	92%	94%	96%	94%	95%	95%					

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

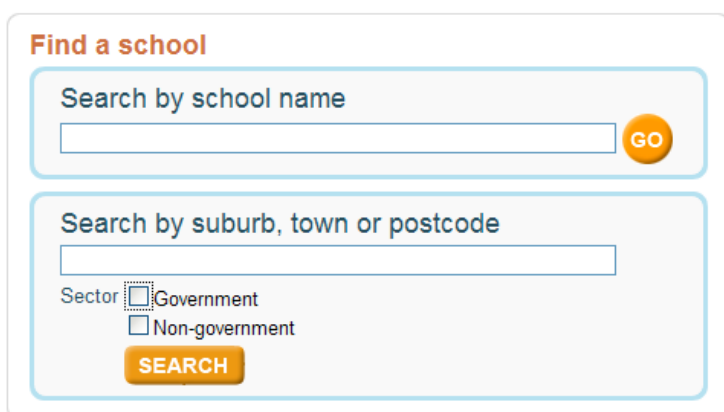
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Performance of our students

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" selected, and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Moorooka State School ensures that all indigenous students are provided with additional support as required. The result of this is that all indigenous students are performing above their expected Year levels in both literacy and numeracy. We have effectively “closed the gap” on outcomes for all indigenous students at Moorooka State School.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.

Number of students awarded a Queensland Certificate Individual Achievement.

Number of students receiving an Overall Position (OP).

Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.

Number of students awarded one or more Vocational Educational Training qualifications.

Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.

Number of students awarded a Queensland Certificate of Education at the end of Year 12.

Number of students awarded an International Baccalaureate Diploma (IBD).

Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.

Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.

Performance of our students

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
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Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
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Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information