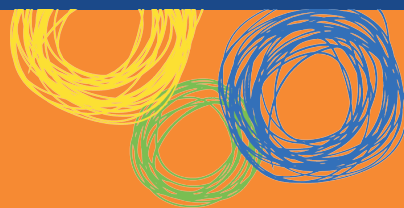


# Moorooka State School (1637)

## Queensland State School Reporting

### 2012 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	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 large, open-spaced classrooms, a modern 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. We have installed Interactive Whiteboards in all teaching spaces. Coupled with our iPad program, this allows our staff and students to broaden their learning through the wide use of ICTs to support the curriculum.

Our staff provide your child with a range of activities which allow them to broaden and deepen their experiences.

Enrolments at Moorooka State School have continued to increase since 2010. We are a school which is unique and rich in its cultural diversity with the students attending our school coming from over fifty different countries from around the world.

### School progress towards its goals in 2012

#### 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

# Queensland State School Reporting

## 2012 School Annual Report



2012, the school is meeting this key strategy. Through additional government funding, the Literacy coach has been employed again for 2013. 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 2012 further 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 are 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 and 2013. 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.

In 2013 the school's teacher-librarian has taken on the role of curriculum development and is utilising her expertise in ensuring the ACARA History curriculum is introduced successfully.

### **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 differentiated curriculum and high order thinking skills to promote high-stake learning for the students of the school.

In 2013 the school has committed to a program of professional development in explicit teaching, including using the research of John Fleming around the use of "warm ups", "I Do, We Do, You Do" and "Ploughback".

### **5. ICT Framework**

During 2012, and continuing in 2013, 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.

Commencing in 2011, and continuing into 2013, the school also committed to integrating iPad and iPod technologies 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).

The turn around in student results is demonstrating that the use of such devices has not only improved student outcomes but has assisted in student engagement in learning, especially for boys, and for



# Queensland State School Reporting

## 2012 School Annual Report



students where English is not the first language. In 2012 the school was recognised for these efforts and awarded the Regional Showcase Award for Innovation.

### Future outlook

#### 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 2012 and 2013.

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. 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 2012-13. 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.



# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	332	164	168	93%
2011	314	156	158	92%
2012	332	154	178	94%

Student counts are based on the Census (August) enrolment collection.

## Characteristics of the student body:

Enrolments have been consistently increasing. From 201 to 2012 the school has attracted a further 200% increase in Prep Enrolments and now has three Prep units in the school. Enrolments for 2012-2013 have continued at the same rate. Students attend Moorooka State School from both the local area and from surrounding suburbs. Moorooka is well known for its cultural diversity.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	25	20	22
Year 4 – Year 10	25	27	26
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	1	11	22
Long Suspensions - 6 to 20 days	0	1	4
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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 (including instrumental Music)
- Health & Physical Education
- Language Other Than English (Japanese)

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### 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.

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### 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

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## 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.

2011 and 2012 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

## Our school at a glance

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 2012 we introduced private tuition for students. Families can opt to have tuition in piano, drums and guitar. 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.

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.

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), or who have 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. As part of our ongoing review we introduced two new leadership positions at the end of 2012: Student Ambassadors (whose role it is to assist new students starting in the school), and The Media Team (whose role is to assist in taking photographs and reporting on school events throughout the year).

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

We have received an outstanding series of ratings in the 2012 school opinion survey data. Collectively we have been extremely pleased that the hard work and endeavours of our staff have been identified by the wider school community, especially our parent body. Ongoing 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. We have identified that some students feel behaviours of other students has let them down, although conversations with our student body, and particularly the student leadership team, has given us further insight as to how these series of questions were interpreted.

We have continued to provide our staff with outstanding professional development opportunities and the level of care demonstrated at all levels of the school has been identified in the high level of staff morale identified in 2012.

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	93.3%
this is a good school	93.3%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	93.3%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	96.8%
they like being at their school*	95.3%
they feel safe at their school*	91.8%
their teachers motivate them to learn*	95.3%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	88.9%
teachers treat students fairly at their school*	78.7%
they can talk to their teachers about their concerns*	76.3%
their school takes students' opinions seriously*	78.7%

## Our school at a glance

student behaviour is well managed at their school*	68.3%
their school looks for ways to improve*	86.7%
their school is well maintained*	80.6%
their school gives them opportunities to do interesting things*	85.5%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	92.3%
with the individual staff morale items	89.5%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.



# Our school at a glance

## 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	
	Electricity kWh	Water kL
2009-2010	164,694	2,306
2010-2011	157,704	1,408
2011-2012	159,607	2,433

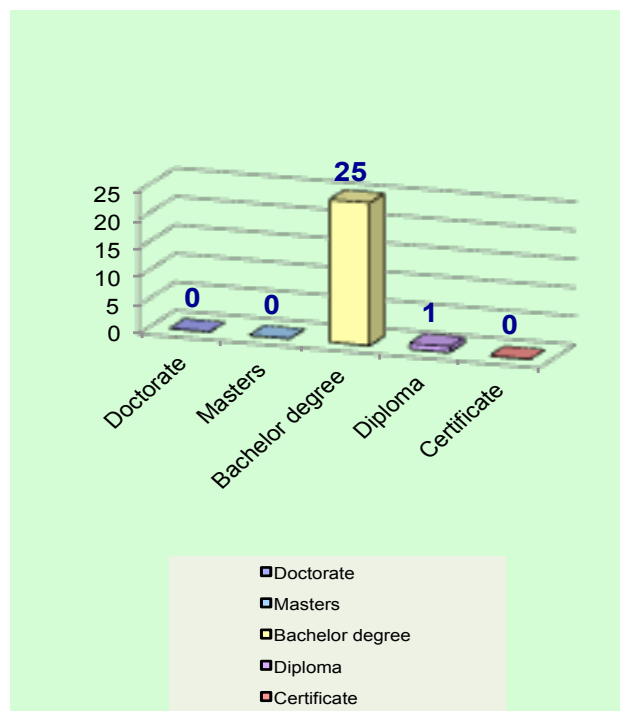
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	26	15	0
Full-time equivalents	20.8	10.4	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	25
Diploma	1
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$6000.

The major professional development initiatives are as follows:

- ICTs (including IWBs/Mac OS/iPad iOS)
- Data Analysis
- Curriculum
- Pedagogy

## Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.1%	96.3%	96.5%

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

From the end of the previous school year, 88.5% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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.

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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	93%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

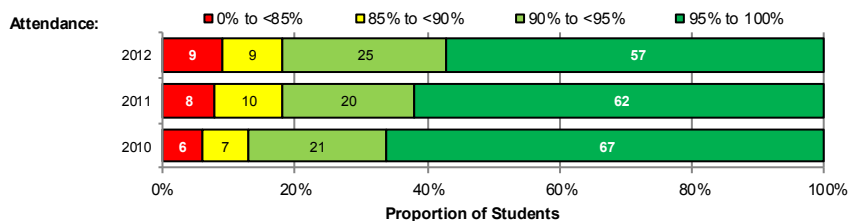
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	95%	93%	95%	95%	97%	95%	96%					
2011	95%	92%	94%	96%	94%	95%	95%					
2012	93%	93%	95%	95%	94%	94%	93%					

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 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.

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# 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.

**Find a school**

Search by school name

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

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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

# Performance of our students

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.

<b>Apparent retention rates Year 10 to Year 12</b>	2010	2011	2012
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Year 12 student enrolment as a percentage of the Year 10 student cohort.

<b>Outcomes for our Year 12 cohorts</b>	2010	2011	2012
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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 (SAT).

Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).

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

Number of students awarded a Queensland Certificate of Education (QCE) 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.

As at 2 May 2013. The above values exclude VISA 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
2010					
2011					
2012					

As at 2 May 2013. The above values exclude VISA students.

# Performance of our students

## Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2010			
2011			
2012			

As at 2 May 2013. The above values exclude VISA students.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.