

Moorooka State School

Queensland State School Reporting

2013 School Annual Report



Our school at a glance



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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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.

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.

Our school at a glance

School progress towards its goals in 2013

Implemented

In Progress/Ongoing

To be implemented

Core Priority	Strategy	Actions
Core Priority - Numeracy	Develop and document the school's approach to the explicit teaching of Numeracy	<p>Introduce Numeracy Blocks</p> <p>Audit teaching resources and develop resource acquisition plan</p> <p>Review assessment framework - numeracy</p> <p>Promote use of ICTs in teaching of Numeracy</p>
Core Priority - Reading	Develop and document the school's approach to the explicit teaching of Reading	<p>Review Home Reading program</p> <p>Twice yearly target setting for all students - Pat-R</p> <p>Implement targeted reading program</p> <p>Professional development in the teaching of reading</p> <p>Implement Literacy Blocks</p> <p>Promote use of iPads in teaching of reading</p>
Core Priority - Writing	Develop and document the school's approach to the explicit teaching of Writing/Spelling/Punctuation	<p>Utilise writing exemplars at A, B and C standards for each year level</p> <p>Arrange PD in the teaching of Writing/Spelling/Punctuation.</p>
Australian Curriculum implementation	Access strategies and resources to meet school needs	<p>Adapt C2Cs multi age units to suit school context</p> <p>Encourage use of discussion lists and professional development</p> <p>Review effective resource budgets and management</p>
High quality teaching practices	Develop a research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice	<p>Maintain moderation processes to ensure that standards are consistent</p> <p>Document effective teaching strategies to be used across the school</p> <p>Develop and implement a teacher coaching model</p>

Our school at a glance

	Develop a Pedagogical Framework which articulates the school's approach to teaching	<p>Develop Moorooka Road Map</p> <p>Implement Curriculum, Assessment and Reporting Framework</p> <p>Implement Student Goal Setting Policy</p> <p>Implement Homework and Bookwork Policy</p> <p>Implement School-Wide Reporting Guidelines</p> <p>Implement Risk Management Procedures</p>
	Work with colleagues to develop a cluster based pedagogical approach	<p>Link with like schools or larger schools to provide networks for year level teachers</p> <p>Build a culture of sharing and learning together</p> <p>Arrange cluster PD for same year level teachers</p>
	Use the Developing Performance Framework as a tool to align teacher capability development with school priorities	<p>Model quality teaching practices</p> <p>Seek Staff Feedback Through School Opinion Survey Data</p>

Consistent classroom pedagogical practices	Implement research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice	<p>Embed the school motto and mission statement in all practices.</p> <p>Embed The Leader In Me in daily practice</p> <p>Embed Explicit Teaching Strategies in daily practice</p>
	Facilitate professional conversations on a regular basis around pedagogical practice	<p>Arrange cluster PD for same year level teachers</p> <p>Facilitate moderation practices</p>

Whole-of-school assessment and data collection	Review School Assessment Framework and data storage processes to ensure an elegant sufficiency of data is collected and effectively utilised	<p>Staff use of electronic markbooks</p> <p>Encourage / facilitate collaborative planning based on student achievement data</p>
	Develop and implement a process for the systematic collection, storage, and retrieval of a range of student outcome data	<p>Provide professional development program in analysing and interpreting data.</p>

Our school at a glance

	Build a culture where teachers accept joint accountability for learning outcomes	<p>Regularly develop and review student learning goals</p> <p>Establish and regularly monitor benchmarks (minimum standards) and individual targets for students</p> <p>Establish processes to regularly monitor Individual Education Plans</p> <p>Train teachers to provide regular feedback to students</p>
Continuous monitoring of student achievement	Celebrate success of student achievement	<p>Student Leadership Opportunities</p> <p>Year 7 Graduation</p> <p>End of Year Achievements</p> <p>Student Selection in District/Regional Teams</p> <p>Student Participation in Performing/Cultural Activities</p> <p>Seek Student Feedback Through School Opinion Survey Data</p> <p>Introduce Student Celebration Postcards</p>
Workforce performance development	Use the Developing Performance Framework as a tool to align teacher capability development with school priorities	<p>Embed processes, which build a learning and feedback culture in the school</p> <p>Implement Admin Team - Teacher Coaching Model</p> <p>Embed processes where staff regularly discuss their teaching with school leadership team</p> <p>Facilitate opportunities for staff to engage in collegial interactions</p> <p>Develop and embed a 'lesson observation' rubric</p>
	Deliberately foster and develop leadership capabilities of other staff members	<p>Facilitate leadership opportunities for staff</p> <p>Focus on enhancing leadership skills associated with coaching and feedback</p>
	Implement Moorooka Road Map	<p>Review school-based policy and curriculum</p> <p>Develop OnePortal resources to align with Moorooka Road Map</p> <p>Provide staff with professional reading about school improvement agenda</p>

Our school at a glance

Productive partnerships with school community stakeholders	Maintain effective parent partnerships.	<p>Share and discuss Education Queensland's priorities with the P&C</p> <p>Hold welcome nights for parents.</p> <p>Encourage parent participation in culminating activities each semester</p> <p>Work closely with parents of students exhibiting poor behaviours consistently</p> <p>Improve school communication with community/parents</p> <p>Encourage involvement of parents of target group students in the school</p> <p>Seek Parent Feedback Through School Opinion Survey Data</p>
	Maintain effective community partnerships.	<p>Regular student involvement in outside agency activities</p> <p>Develop a school community relations group</p> <p>Maintain use of school facilities by outside agencies</p> <p>Promote Moorooka State School in the community</p>
	Review and enhance P&C working relationships.	<p>Establish a 'community meeting room' in the school</p> <p>Provide opportunities for community/parent events</p> <p>Review roles of the P&C</p>
Year 7 to high school transition	Develop a transition program for Year 6 students in 2014	<p>Transition to Year 6 leadership opportunities by 2014</p> <p>Provide comprehensive communication and information for parents</p>

Future outlook

We are ensuring a continued focus on the school's philosophy of education and its core values to ensure

Our school at a glance

that improving student outcomes remains the central focus of all programs throughout 2013 and 2014.

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 2013-14. 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, Discos and Christmas Carols are supported by Council and community groups.

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)
2011	314	156	158	92%
2012	332	154	178	94%
2013	343	156	187	90%

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

Characteristics of the student body:

Enrolments have been consistently increasing. From 2012 to 2013 the school has attracted a further 200% increase in Prep Enrolments and now has three Prep units in the school. Enrolments for 2013-2014 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.

Our school at a glance

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	20	13	21
Year 4 – Year 7 Primary	27	14	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	11	22	4
Long Suspensions - 6 to 20 days	1	4	0
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)

Extra curricula activities

Our school at a glance

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

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.

2012 and 2013 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 2013 we continued 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

Our school at a glance

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 which have continued in 2013: 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 2013 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 2013.

We received the most outstanding parent opinion results for the last 5 years in 2013.

Performance measure (Nationally agreed items shown*)		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	93%	100%
this is a good school (S2035)	93%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%

Our school at a glance

teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	93%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	98%
they like being at their school* (S2036)	95%	98%
they feel safe at their school* (S2037)	92%	97%
their teachers motivate them to learn* (S2038)	95%	95%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	89%	98%
teachers treat students fairly at their school* (S2041)	79%	90%
they can talk to their teachers about their concerns* (S2042)	76%	92%
their school takes students' opinions seriously* (S2043)	79%	86%
student behaviour is well managed at their school* (S2044)	68%	78%
their school looks for ways to improve* (S2045)	87%	97%
their school is well maintained* (S2046)	81%	94%
their school gives them opportunities to do interesting things* (S2047)	85%	98%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	97%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	97%
staff are well supported at their school (S2075)	88%

Our school at a glance

their school takes staff opinions seriously (S2076)	91%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	91%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.

In late 2013 we introduced a new position in the school: Community Liaison Officer. The role of the CLO is to work closely with our families and the community to develop relationships.

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
2010-2011	157,704	1,408
2011-2012	159,607	2,433
2012-2013	133,534	2,068

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

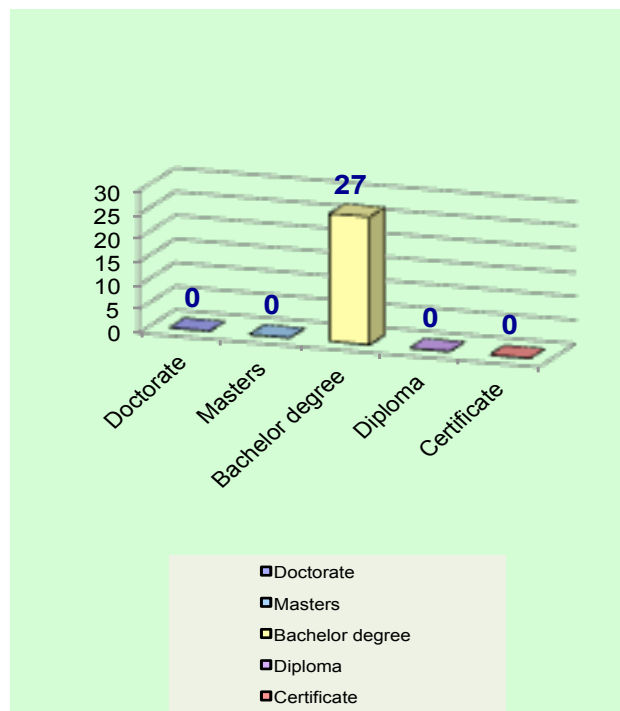
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	27	15	0
Full-time equivalents	21	11	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	27
Diploma	0
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 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2013 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.

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

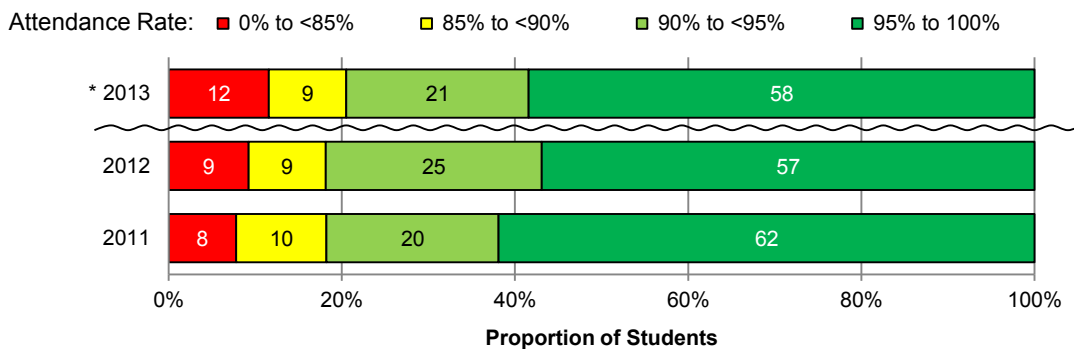
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	92%	94%	96%	94%	95%	95%					
2012	93%	93%	95%	95%	94%	94%	93%					
2013	93%	93%	90%	95%	94%	94%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

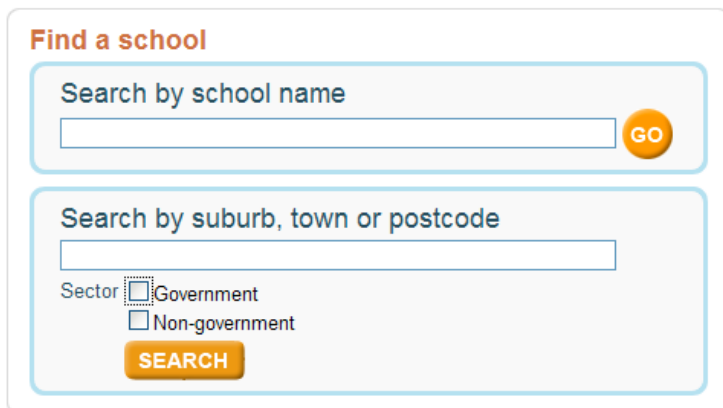
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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.



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 two options: "Government" (selected) and "Non-government", 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.