

# Moorooka State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

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

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 that 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 2014

Implemented

In Progress/Ongoing

To be implemented

Core Priority	Strategy	Actions
<b>Core Priority - Numeracy</b>	Develop and document the school's approach to the explicit teaching of Numeracy	<ul style="list-style-type: none"> <li>Introduce Numeracy Blocks</li> <li>Audit teaching resources and develop resource acquisition plan</li> <li>Review assessment framework - numeracy</li> <li>Promote use of ICTs in teaching of Numeracy</li> </ul>
<b>Core Priority - Reading</b>	Develop and document the school's approach to the explicit teaching of Reading	<ul style="list-style-type: none"> <li>Review Home Reading program</li> <li>Twice yearly target setting for all students - Pat-R</li> <li>Implement targeted reading program</li> <li>Professional development in the teaching of reading</li> <li>Implement Literacy Blocks</li> <li>Promote use of iPads in teaching of reading</li> </ul>
<b>Core Priority - Writing</b>	Develop and document the school's approach to the explicit teaching of Writing/Spelling/Punctuation	<ul style="list-style-type: none"> <li>Utilise writing exemplars at A, B and C standards for each year level</li> <li>Arrange PD in the teaching of Writing/Spelling/Punctuation.</li> </ul>

<b>Australian Curriculum implementation</b>	Access strategies and resources to meet school needs	<ul style="list-style-type: none"> <li>Adapt C2Cs multi age units to suit school context</li> <li>Encourage use of discussion lists and professional development</li> <li>Review effective resource budgets and management</li> </ul>
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<b>High quality teaching practices</b>	Develop a research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice	<ul style="list-style-type: none"> <li>Maintain moderation processes to ensure that standards are consistent</li> <li>Document effective teaching strategies to be used across the school</li> <li>Develop and implement a teacher coaching model</li> </ul>
	Develop a Pedagogical Framework which articulates the school's approach to teaching	<ul style="list-style-type: none"> <li>Develop Moorooka Road Map</li> <li>Implement Curriculum, Assessment and Reporting Framework</li> <li>Implement Student Goal Setting Policy</li> <li>Implement Homework and Bookwork Policy</li> <li>Implement School-Wide Reporting Guidelines</li> <li>Implement Risk Management Procedures</li> </ul>
	Work with colleagues to develop a cluster based pedagogical approach	<ul style="list-style-type: none"> <li>Link with like schools or larger schools to provide networks for year level teachers</li> <li>Build a culture of sharing and learning together</li> <li>Arrange cluster PD for same year level teachers</li> </ul>
	Use the Developing Performance Framework as a tool to align teacher capability development with school priorities	<ul style="list-style-type: none"> <li>Model quality teaching practices</li> <li>Seek Staff Feedback Through School Opinion Survey Data</li> </ul>

<b>Consistent classroom pedagogical practices</b>	Implement research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice	Embed the school motto and mission statement in all practices. Embed The Leader In Me in daily practice Embed Explicit Teaching Strategies in daily practice
	Facilitate professional conversations on a regular basis around pedagogical practice	Arrange cluster PD for same year level teachers Facilitate moderation practices
<b>Whole-of-school assessment and data collection</b>	Review School Assessment Framework and data storage processes to ensure an elegant sufficiency of data is collected and effectively utilised	Staff use of electronic markbooks Encourage / facilitate collaborative planning based on student achievement data
	Develop and implement a process for the systematic collection, storage, and retrieval of a range of student outcome data	Provide professional development program in analysing and interpreting data.
	Build a culture where teachers accept joint accountability for learning outcomes	Regularly develop and review student learning goals Establish and regularly monitor benchmarks (minimum standards) and individual targets for students Establish processes to regularly monitor Individual Education Plans Train teachers to provide regular feedback to students
<b>Continuous monitoring of student achievement</b>	Celebrate success of student achievement	Student Leadership Opportunities Year 7 Graduation End of Year Achievements Student Selection in District/Regional Teams Student Participation in Performing/Cultural Activities Seek Student Feedback Through School Opinion Survey Data Introduce Student Celebration Postcards
<b>Workforce performance development</b>	Use the Developing Performance Framework as a tool to align teacher capability development with school priorities	Embed processes, which build a learning and feedback culture in the school Implement Admin Team - Teacher Coaching Model Embed processes where staff regularly discuss their teaching with school leadership team Facilitate opportunities for staff to engage in collegial interactions Develop and embed a 'lesson observation' rubric
	Deliberately foster and develop leadership capabilities of other staff members	Facilitate leadership opportunities for staff Focus on enhancing leadership skills associated with coaching and feedback
	Implement Moorooka Road Map	Review school-based policy and curriculum Develop OnePortal resources to align with Moorooka Road Map Provide staff with professional reading about school improvement agenda

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

### 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 2014 to 2015 our focus will include ensuring the provision of human resources to:

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

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

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

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

The programs have been extremely successful through 2014 with the average child increasing by 5 PM levels between testing periods. With the resources in place and staff trained, these programs will continue into 2015.

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

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

We continue to encourage wider community partnerships that value difference and the life long learning we gain from understanding other cultures. Events like Harmony Day, Discos 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 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	332	154	178	94%
2013	343	156	187	90%
2014	358	166	192	93%

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

### Characteristics of the student body:

Enrolments have been consistently increasing. Prep enrolments at the end of Term 4 2014 showed growth with 60 prep students enrolled and the formation of three prep classes again in readiness for 2015.

It is anticipated the enrolment growth will continue.

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

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	13	21	18
Year 4 – Year 7 Primary	14	21	17
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	22	4	19
Long Suspensions - 6 to 20 days	4	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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

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. 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.

2014-15 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 2014 we continued private tuition for students. Families can opt to have tuition in piano, drums and guitar.

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

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

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

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

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

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

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

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

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

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

### Parent, student and staff satisfaction with the school

We have received an outstanding series of ratings in the 2014 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 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 2014.

We have again received great feedback from the parents of our school for the 2014 survey period.

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	93%	100%	97%
this is a good school (S2035)	93%	100%	87%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	90%
their child's learning needs are being met at this school* (S2003)	100%	100%	90%
their child is making good progress at this school* (S2004)	100%	100%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	95%
teachers at this school motivate their child to learn* (S2007)	100%	100%	95%
teachers at this school treat students fairly* (S2008)	100%	100%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	97%
this school works with them to support their child's learning* (S2010)	100%	100%	97%
this school takes parents' opinions seriously* (S2011)	100%	100%	80%
student behaviour is well managed at this school* (S2012)	93%	100%	85%
this school looks for ways to improve* (S2013)	100%	100%	92%
this school is well maintained* (S2014)	100%	100%	90%
Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	98%	97%
they like being at their school* (S2036)	95%	98%	99%
they feel safe at their school* (S2037)	92%	97%	94%
their teachers motivate them to learn* (S2038)	95%	95%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	89%	98%	100%
teachers treat students fairly at their school* (S2041)	79%	90%	93%
they can talk to their teachers about their concerns* (S2042)	76%	92%	97%



Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their school takes students' opinions seriously* (S2043)	79%	86%	99%
student behaviour is well managed at their school* (S2044)	68%	78%	93%
their school looks for ways to improve* (S2045)	87%	97%	99%
their school is well maintained* (S2046)	81%	94%	97%
their school gives them opportunities to do interesting things* (S2047)	85%	98%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		97%	100%
they feel that their school is a safe place in which to work (S2070)		97%	100%
they receive useful feedback about their work at their school (S2071)		89%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		97%	100%
staff are well supported at their school (S2075)		88%	100%
their school takes staff opinions seriously (S2076)		91%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		97%	100%
their school gives them opportunities to do interesting things (S2079)		91%	100%

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

# 'Agree' represents the 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.

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

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

## Reducing the school's environmental footprint

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	159,607	2,433
2012-2013	133,534	2,068
2013-2014	141,834	2,005

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

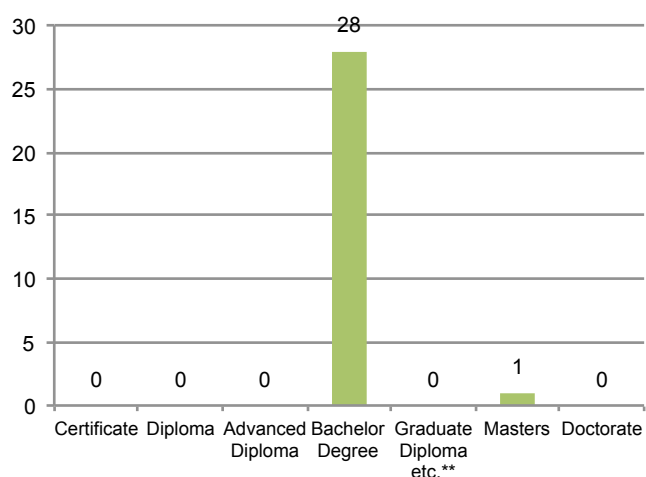
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	29	15	0
Full-time equivalents	22	11	1

### Qualification of all teachers

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



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$12500.

The major professional development initiatives are as follows:

ICTs (including IWBs/Mac OS/iPad iOS)

Data Analysis

Curriculum

Pedagogy

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

### 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 2014 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 webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

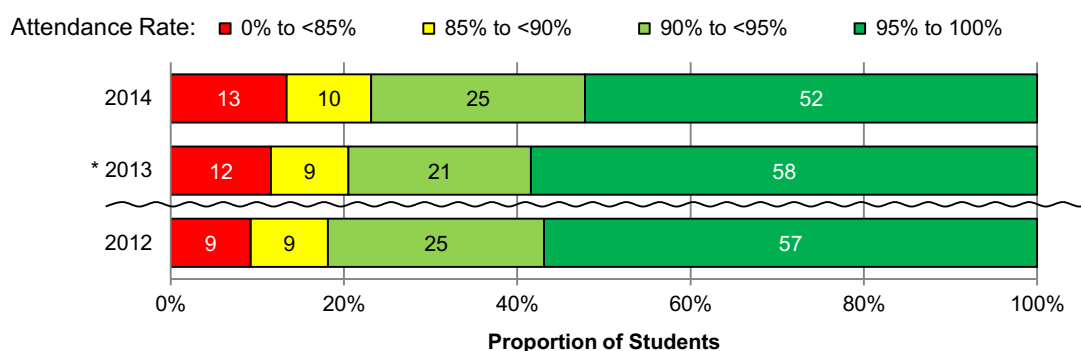
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	93%	95%	95%	94%	94%	93%					
2013	93%	93%	90%	95%	94%	94%	94%					
2014	95%	92%	94%	92%	92%	93%	93%					

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 after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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Sector  Government  
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## 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.