



Moorooka State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Moorooka State School is a co-educational school catering for students in Prep to Year 6. The school is enriched with diverse educational programs and a teaching/support staff dedicated to improving outcomes. In the past 2-3 years we have seen great improvements in literacy across the school, and we are proud of these achievements. We also boast a very supportive parent body who support the school's endeavours to improve outcomes. We celebrate a rich diversity of cultures: some 24 languages are spoken by our students. Harmony Day is a highlight of our community involvement. The school and the community are enriched by the cultural diversity within the school, in helping us better understand and value people. We focus on traditional values and high standards. Many of our students achieve academic excellence. Our strong tradition of sporting and performing arts participation and excellence is evident in achievement and representation at District, Regional, State and National levels. Students are involved in a wide variety of co-curricular interests. Our School Chaplain is a valued part of the team supporting our school community. Moorooka keenly seeks positive parent-teacher partnerships, as these underpin the role of parents as co-educators of children. The school seeks active engagement with the local community. The range of facilities, programs, resources and community participation encapsulate our values of Collaboration, Curiosity, Resilience and Growth through Challenge.

School progress towards its goals in 2018

Following our narrow and sharp focus on the school's improvement agenda of reading for the last three years we are now seeing sustainable results in this area with our best NAPLAN data ever. Work has now begun towards the implementation of a new improvement agenda that will support the continued extension of our reading program through the reciprocal focus of writing. This new improvement agenda was communicated to all staff and community members at the end of 2018.

In 2018 the leadership team utilised the research of Fischer, Frey and Hattie's 'Visible Learning for Literacy' and 'Text Dependent Questioning' to continue to develop curriculum plans that ensured a rigorous focus on supporting our student's literacy development in the upper two bands (U2B, A students). This extension and enrichment program had a specific focus on critical and creative thinking which links directly to the Australian curriculum general capabilities. The leadership team also continued to lead our new approach to the teaching of phonological awareness in the Early Years through the very well regarded SSP program. Both of these initiatives will continue to be a focus in 2019.

To support staff development towards our improvement agenda of reading the principal took an active role in undertaking 'learning walks' across all classrooms. These learning walks are undertaken during the literacy block and focused on guided reading instruction. Teachers articulated their participation in learning walks and comment that they appreciated the feedback they received.

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

Future outlook

We have planned a continued, strategic focus to deepen our school's core values of Collaboration, Curiosity, Resilience and Growth through Challenge in the next 4 years.

In moving from 2018 to 2019 we will ensure a continued focus on our signature pedagogies of direct instruction and inquiry learning. Whilst equally deepening our implementation of our literacy programs to lift our students in the upper two bands and support the reciprocity of reading and writing: SSP and Text Dependent Questioning (TDQ).

New work in 2019 includes a school-wide focus on Nature Play and outdoor inquiry; to build our community's wellbeing and resilience whilst providing multiple opportunities to inquire in a real life context. Support for this initiative has been through an ongoing collaboration with Nature Play Qld.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	308	341	349
Girls	128	143	160
Boys	180	198	189
Indigenous	11	15	17
Enrolment continuity (Feb. – Nov.)	91%	91%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our school enrolment is showing significant increases with an additional class of students present in 2019 and another predicted in 2020. We have continued to utilise local marketing means to encourage enrolment in the school. Our new Nature Play and Inquiry learning initiative has featured greatly in our marketing strategy. Our Prep enrolment has seen the strongest growth with 79 Preps starting the year in 2019.

It is anticipated the enrolment growth will continue on its upward trend in the next 5 years. 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	22	21	21
Year 4 – Year 6	25	24	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Moorooka State School offers a rich and diverse educational program planned in line with the Australian Curriculum in all Learning Areas:

- Mathematics
- English
- Science
- Humanities and Social Science (HASS)
- The Arts (including Instrumental Music)
- Technologies: Design and Digital
- Health & Physical Education
- Language Other Than English (Japanese)

Co-curricular activities

Moorooka State School offers a wide variety of sporting and cultural opportunities for students. We also run a variety of after school sporting clinics training our students in soccer and cricket. The year 4-6 students also regularly participate in gala days and sporting tournaments. 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 students also participate in a variety of performing arts events and have all experienced successes at regional level.

We have a swim school, the Moorooka Marlins, which operates before and after school and during holiday time.

Other co-curricular activities include: chicken club, gardening club, Robotics club, Lego club, Optiminds and Readers Cup challenge.

How information and communication technologies are used to assist learning

Staff at Moorooka State School make extensive use of ICTs in the teaching and learning process. This includes the use of:

- Staff MacBook Air laptops
- 55" LCD TV Screens
- Laptop computers
- Extensive desktop computers (Windows and Mac)
- iPad technology (the school has 100 "i" devices utilised by both staff and students)
- Digital equipment, such as video cameras, Flip video cameras, still digital cameras, microscopes
- Green room facilities, including high-end equipment and dedicated multimedia software
- Robotics: Bee-Bots, Ozobots, SPRK+, Lego Mindstorms, Lego WeDo

Social climate

Overview

Our school has a rich tradition of sporting and musical excellence with many awards and achievements at both local and state level. Our Physical Education/Sport teacher ensures that students have many opportunities to participate in inter-school sport.

Students in Years 4 to 6 have been offered participation in Rugby League, Soccer, Netball, Softball, Cricket, Touch Football and Australian Rules available.

2017-18 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 accessed the on-site swimming pool for two swimming lessons per week in terms 1 and 4 and many also elected to join the Moorooka Marlins Swim Club, which provides coaching before and after school.

Moorooka has a strong music program where students may choose to learn a musical instrument at school and join the Senior or Junior Strings, Senior or Junior Instrumental Band, or Choir. In 2016 we continued private tuition for students. Families can opt to have tuition in piano, drums and guitar.

Our annual Performing and Cultural Evening remains a highlight on the school's calendar. Students also have the opportunity to become involved in various interests and hobby groups, Religious Education and State and Australian competitions.

Moorooka State School supports an inclusive, caring sense of community. Several programs within the school assist in nurturing this climate. Our Chaplain is very active and plays a large role in supporting children's wellbeing. Breakfast club ensures students are well prepared for the day. Students also 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 three school rules of: Be safe, Be respectful, Be a learner

Moorooka Merits are given to students who are 'caught' doing the right thing.

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

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	76%	88%
• this is a good school (S2035)	91%	76%	92%
• their child likes being at this school* (S2001)	97%	90%	94%
• their child feels safe at this school* (S2002)	97%	97%	96%
• their child's learning needs are being met at this school* (S2003)	91%	83%	88%
• their child is making good progress at this school* (S2004)	94%	83%	86%
• teachers at this school expect their child to do his or her best* (S2005)	94%	97%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	83%	90%
• teachers at this school motivate their child to learn* (S2007)	91%	83%	88%
• teachers at this school treat students fairly* (S2008)	94%	82%	94%
• they can talk to their child's teachers about their concerns* (S2009)	97%	90%	96%
• this school works with them to support their child's learning* (S2010)	91%	86%	86%
• this school takes parents' opinions seriously* (S2011)	80%	79%	86%
• student behaviour is well managed at this school* (S2012)	82%	75%	88%
• this school looks for ways to improve* (S2013)	91%	79%	92%
• this school is well maintained* (S2014)	85%	93%	74%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	93%	96%
• they like being at their school* (S2036)	95%	99%	98%
• they feel safe at their school* (S2037)	97%	94%	97%
• their teachers motivate them to learn* (S2038)	98%	99%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	94%
• teachers treat students fairly at their school* (S2041)	95%	90%	78%
• they can talk to their teachers about their concerns* (S2042)	93%	89%	82%
• their school takes students' opinions seriously* (S2043)	93%	80%	78%
• student behaviour is well managed at their school* (S2044)	90%	79%	83%
• their school looks for ways to improve* (S2045)	100%	96%	98%
• their school is well maintained* (S2046)	95%	92%	92%
• their school gives them opportunities to do interesting things* (S2047)	98%	97%	91%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	89%	91%	100%
• they feel that their school is a safe place in which to work (S2070)	93%	100%	100%
• they receive useful feedback about their work at their school (S2071)	81%	91%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	95%	95%
• students are encouraged to do their best at their school (S2072)	93%	100%	100%
• students are treated fairly at their school (S2073)	93%	100%	100%
• student behaviour is well managed at their school (S2074)	85%	97%	100%
• staff are well supported at their school (S2075)	89%	82%	100%
• their school takes staff opinions seriously (S2076)	89%	88%	100%
• their school looks for ways to improve (S2077)	96%	97%	100%
• their school is well maintained (S2078)	92%	100%	96%
• their school gives them opportunities to do interesting things (S2079)	85%	91%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Moorooka State School has an active and supportive parent community. Parent involvement is through the P&C and its various sub-committees including Tuckshop, Uniform Shop and our Moorooka Marlins Swimming Club.

Parents are encouraged to participate in the daily life of the school by volunteering to assist in classrooms, swimming programs and excursions. We also have parent class representatives for each class who support information sharing and the social aspects of our school community.

Our school chaplain provides many opportunities throughout the year for families to be actively involved in community-minded activities. 2018 Also represented our first school fete in 12 years. It was extremely well received and was a testament to the collaboration between all community members that we managed to raise over \$30,000 to start to air condition our school classrooms.

Respectful relationships education programs

The school is currently developing a program that focuses on appropriate, respectful and healthy relationships within our school's new Student Code of Conduct.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	42	43	28
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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, air conditioners and other equipment are switched off when leaving rooms.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	166,438	166,035	160,314
Water (kL)	1,706	2,914	3,369

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

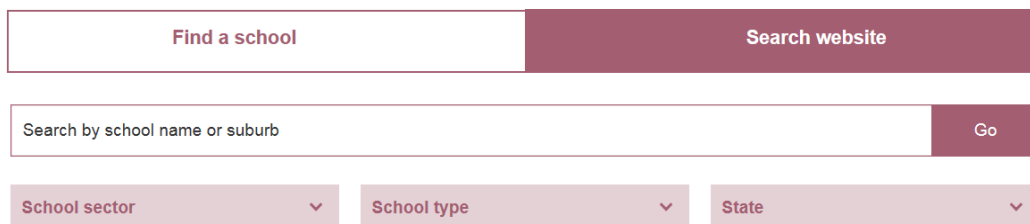
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	33	21	<5
Full-time equivalents	24	14	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	3	
Graduate Diploma etc.*	5	
Bachelor degree	25	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$41,000.

The major professional development initiatives were as follows:

- Data analysis and individual learning pathways for every student
- Curriculum planning embedding our signature pedagogies
- SSP
- TDQ
- Reading literacy

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	95%	94%
Attendance rate for Indigenous** students at this school	92%	95%	94%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	96%	94%	94%
Year 1	95%	96%	93%
Year 2	92%	95%	94%
Year 3	95%	93%	94%
Year 4	95%	96%	93%
Year 5	95%	96%	96%
Year 6	91%	96%	94%

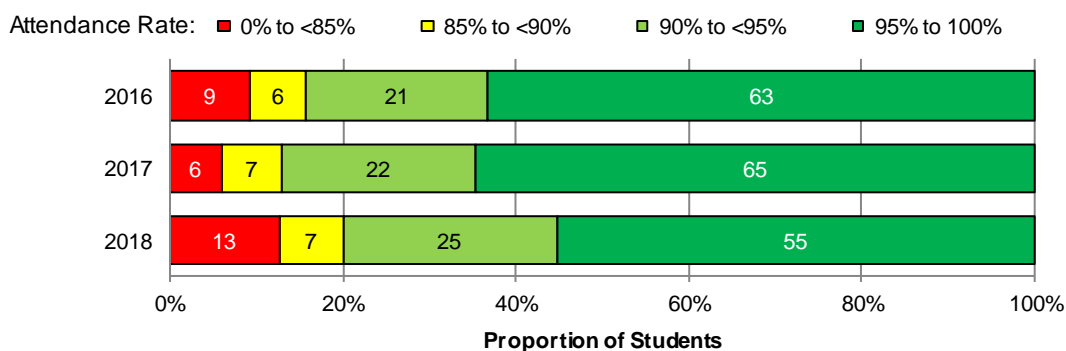
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

At Moorooka State School staff and the administration team place emphasis on contacting parents to follow up student absences. This has assisted in reducing student absenteeism. All unexplained absences are followed up within 3 days of an absence and some parents are called in for meetings with the leadership team to provide supportive solutions to ensure their child's continued participation in compulsory schooling.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

The screenshot shows a button labeled 'View School Profile'.

4. Click on 'NAPLAN' to access the school NAPLAN information.

The screenshot shows a navigation menu with the following options: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' option is highlighted.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.