

Morayfield State School

Queensland State School Reporting

2015 School Annual Report



Postal address	196-230 Morayfield Road Morayfield 4506
Phone	(07) 5431 6222
Fax	(07) 5431 6200
Email	principal@morayfieldss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Amanda Wicks, Principal

Principal's foreword

Introduction

All Queensland schools annually publish meaningful information for parents about student and school performance. Each year Morayfield State School sets specific goals and targets as part of its Strategic Planning process. The School Annual Report is a summation of the annual planning and reviewing process. This includes reviewing student and school performance against the outcomes, performance indicators and targets established in the previous year. The data reflected within this report was sourced from Education Queensland's Corporate Strategy and Performance Division and the Federal Government's *MySchool* website.

The 2015 School Annual Report provides a snapshot view of our school's priorities, its achievements and challenges, and is one way of communicating to the broader community the pride we have in our students' learning endeavours and commitment to being the best that they can be.

At Morayfield State School we are committed to developing, supporting and nurturing the developmental needs and aspirations of our students. We aim to provide a learning environment that is responsive and forward looking, through the development of learning programs that well equip our students for the demands and rigours of a changing world. We are determined to work in partnership with parents and the community to create a culture of high expectations and to preserve these high standards in everything we do.

School progress towards its goals in 2015

Our school continued to work persistently towards achieving the major aims of the Annual Implementation Plan for 2015. New initiatives in the areas of teaching and learning helped to invigorate curriculum, assessment and reporting practices across the school.

Like every school in Queensland, we are committed to improving our students' performance in NAPLAN for Years 3 and 5. Specifically, we target improvements in **Reading** and **Reading Comprehension** across the school.

Our ongoing engagement in **School Wide Positive Behaviour Support** (SWPBS) continues to be paramount in establishing high standards and expectations of student behaviour, so Morayfield parents and carers can be confident that our students are learning in a safe and supportive environment, where teachers can get on with teaching.

The deep engagement of the community partnerships to improve the outcomes for all students, including embedding Indigenous Perspectives to "Close the Gap" for Indigenous students, will also continue to be a focus. The integration within classroom digital practice using ipads across the curriculum was a key focus to increase on engaging students.

By developing and enhancing staff capacity to deliver high yield instructional strategies through focused professional development and coaching improved student results.

2015 Explicit Improvement Agenda	Outcomes
<p>Literacy & Numeracy</p> <ul style="list-style-type: none"> Embed a shared understanding and pedagogical practice of reading procedures eg <i>Modelled Reading; Shared Reading; Guided Reading; Independent Reading</i> Ensure active comprehension and broad and deep vocabulary are explicitly addressed Embed Numeracy Rich Routines (eg maths warm-up) that address key aspects of number identified from NAPLAN and internal data. Individual Curriculum Plans introduced for Yr 3-6 students with disabilities 	<ul style="list-style-type: none"> Active comprehension 5 weekly focus implemented Staff PD on reading comprehension strategies every Curriculum committee developed reading goals for each year level Whole school reading benchmark program implemented ICPs implemented in Yr 3-6 for literacy and numeracy
<p>Student Attendance</p> <ul style="list-style-type: none"> Student attendance target 90%. Implement attendance policy - including weekly data analysis and sharing of data, home visits and positive reinforcement Student acknowledgment strategy for on-time regular attendance 5 days each week 	<ul style="list-style-type: none"> 88.1% 2015 attendance increased from 87.4% in 2014
<p>Student Engagement</p> <ul style="list-style-type: none"> Increase trained Classroom Profilers to support consistent use of Essential Skills across all classrooms To develop reflective practice through professional dialogue and analysis of Essential Skills in the classroom 	<ul style="list-style-type: none"> 90% of teachers participated in classroom profiling 15 teachers trained as Classroom Profilers

Future outlook

2016 Explicit Improvement Agenda	Targets
<p>Reading</p> <ul style="list-style-type: none"> Implement screeners to identify those students requiring assistance with phonological awareness and letter/ sound relationships (phonics) and deliver programs to address these – Jolly Phonics, Read it Again Embed a shared understanding and pedagogical practice of the 5 reading procedures i.e. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading. Build teacher capacity through instructional rounds, coaching, observation and feedback Continue to use school wide monitoring of reading improvement of Fountas & Pinnell running records to inform evidence based teaching strategies Continue to implement reading goals and success criteria within Class Reading Differentiation Profile 	<p>Student Achievement</p> <ul style="list-style-type: none"> 50% of students achieve A, B or C in English Improve 1 Reading level per term 0.4 Effect Size improvement in Pat-R Comprehension and Pat-M in Yr 3-6 50% of students achieve A, B or C in Math <p>Achievement - NAPLAN</p> <ul style="list-style-type: none"> 74% of students at or above NMS in Yr 3 & Yr 5 Reading 75% of students at or above NMS in Yr 3 numeracy 79% of students at or above NMS in Yr 5 numeracy
<p>Student Attendance</p> <ul style="list-style-type: none"> Regularly analyze trends in attendance data at the whole school, class and individual student level. Ongoing prolonged absences followed up with phone calls, home visits and letters. Reward strategy for regular attendance of 90% or more– eg ice blocks, free time, 100% certificates 	<p>Student Attendance - 90%</p>
<p>Student Engagement</p> <ul style="list-style-type: none"> Engagement Coach to focus on building teacher capacity in the essential skills through Classroom Profiling, coaching, observation and feedback Implement inquiry based learning across all classrooms using Lane Clark's Deep Thinking and Learning models 	<ul style="list-style-type: none"> Reduce in class major behaviour referrals by 10% 90% student SOS responses state I feel safe at school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	785	375	410	117	85%
2014	706	349	357	112	87%
2015	624	308	316	110	85%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Morayfield State School services a culturally diverse community that comprises 16% Indigenous students, Pan Pacific students (7%) and students with English as an Additional Language/Dialect (6%) and verified disabilities (7%). The school continues to implement a range of strategies to improve community engagement for Indigenous students and their families.

Enrolment trends indicate a high level of transience with approx. 10% of enrolments at the beginning of the year being new (this does not include new enrolments into Prep) and the overall population of the school remaining the same.

Morayfield State School is undertaking a renewal of its curriculum and pedagogy with a focus on individual learning to support academic success. Many of our early learners require support to develop early literacy, numeracy and school readiness skills. In 2015 approximately 95% of Year 6 students proudly attended State High Schools within the local district.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	21	22
Year 4 – Year 7 Primary	24	23	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	243	273	272
Long Suspensions - 6 to 20 days	10	5	9
Exclusions	0	1	3
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

In 2015 Morayfield's Prep to Year 7 teachers implemented the Australian Curriculum, working collaboratively with year level colleagues, the Head of Curriculum and Pedagogy Coach to adapt the C2C unit plans for Maths, Science, History and Geography to reflect the needs of our students. In 2015 we trialled inquiry based learning through connecting key learning areas into relevant real world learning experiences for our students. This trial will expand across the school in 2016.

The development of The Morayfield Way for Teaching Reading involved the work of the Pedagogy Coach and Head of Curriculum and several class teachers. The Morayfield Way of Teaching Reading uses the Gradual Release Model to explicitly teach decoding, fluency, broad and deep vocabulary and active comprehension strategies. Our school offers two Student Support Teachers (1.4 FTE), who implement and monitor reading intervention and extension programs.

At Morayfield State School, we offer many important and different programs that support the varied needs of our children. Some additional programs that we offer are:

- Gross motor programs
- Perceptual Motor Programs
- Oracy programs
- Reading programs focusing on active comprehension
- Alternative Education Program (Yr 5&6 Boys)
- STEM Extension Program in partnership with QUT Street Science Program and Morayfield SHS
- Leadership Program in partnership with Morayfield State High School

Extra curricula activities

Extra curricula offerings are designed to enhance the learning engagement of students and extend their experiences beyond the classroom setting.

- Student Council
- Harmony Day Performances
- Under 8's Day
- Yr 6 School Camp
- Gala Sport Days
- Instrumental Music Programs
- Active After School Sport
- Excursions and "on-site" activities (Min once/year – All Year Levels).

How Information and Communication Technologies are used to improve learning

During 2015, we expanded our digital resources and equipment infrastructure to enhance our future focused learning environments. This ensures that we are able to provide our students with increased exposure to digital technologies to prepare them for their use in the future. Students are taught skills to enable them to be proficient

users of the technology that is currently required to function in society and adapt to new technologies as they are introduced.

Our teachers continue to grow and develop their capacity in the use of digital resources to maximise student learning across the curriculum. Every learning environment is outfitted with an Interactive Whiteboard, as well as a speaker system. This allows teachers to access and present multimedia resources, and in particular, allows the presentation and execution of resources that support the National Curriculum.

The school has a minimum of 2 networked computers in every classroom. All computers are connected to the internet and the EQ Network to support student learning. In addition, the school also has one computer laboratory with 25 computers and an integrated computer laboratory within the library with 20 computers. Classes access these labs on a weekly basis, to allow teachers to deliver explicit ICT lessons as part of the curriculum programs. iPads were purchased in 2015 to provide each year level with a bank of iPads to provide students with another form of current technology to support their learning. An additional 20 iPads were purchased for Students with Disabilities with specific apps to enable access and engagement in learning for their specific needs. It is intended that the number of iPads will increase over the coming years to maximise the number of students accessing this resource. iPads are currently used with students on a one-to-one basis and for use in small group learning activities. Prep, Year 1 and 2 students also have access to XO's laptop (a small children's laptop device).

Computer use at Morayfield State School is primarily intended to support student learning. Focus skills are for purposeful activities so children are able to access the curriculum, as well as being functional in a technological world. Many teachers use virtual classrooms (EdStudios) to engage with children and provide an alternative access to the curriculum, and to correspond, which supports differentiated learning.

Social Climate

At Morayfield State School we recognise that the social-emotional aspect of schooling is very important for students' development. We provide a range of programs to ensure students can achieve their potential. A School Chaplain works 3 days per week to provide pastoral care and supportive strategies to enhance the social and emotional wellbeing of our children. Our school's Indigenous Liaison Officer has continued to increase the educational outcomes of our Indigenous students and the involvement of their parents within our school community.

Breakfast club is offered twice a week to ensure students have a healthy start to the school day. Members of the local church support this program by cooking and serving food donated by Sunny Queen Eggs and local businesses. With the support of volunteers and donated food sandwiches are also made available for students attending school without food.

Parents and the wider community continue to play an important role in school life. Our P&C are great supporters of school programs and events including Discos, our ANZAC Day Ceremony and play an active role in raising much needed school funds. The P&C donated \$500 towards each year levels' excursion to reduce costs for families. The P&C went into caretaker mode in Term 3 and a small P&C committee commenced at the end of 2015. Parents are also strongly encouraged to participate in their child's education.

In 2015, our School Wide Positive Behaviour Support (SWPBS) program provided clear and consistent school discipline practices essential to any high performing education system. Recommendations from DET's Discipline Audit in 2014, were put in place to support high standards and clear expectations of student behaviour and a rigorous consistent approach to recording data.

The SWPBS framework was the basis for staff increasing consistency in developing a positive and respectful learning environment with clear consequences associated for inappropriate classroom behaviour. Processes were put in place to maintain high expectations for students completing missed schoolwork due to discipline absences. Positive behaviour is embedded through the Respect rules for self, learning, others and property. The respect rocket mascot communicates to students the expectations of behaviour across the school environment which are also taught on a weekly basis.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	86%	82%
this is a good school (S2035)	82%	66%	78%
their child likes being at this school (S2001)	94%	84%	87%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child feels safe at this school (S2002)	89%	68%	80%
their child's learning needs are being met at this school (S2003)	88%	80%	76%
their child is making good progress at this school (S2004)	82%	90%	89%
teachers at this school expect their child to do his or her best (S2005)	94%	98%	89%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	73%	89%	78%
teachers at this school motivate their child to learn (S2007)	89%	96%	87%
teachers at this school treat students fairly (S2008)	94%	78%	70%
they can talk to their child's teachers about their concerns (S2009)	100%	94%	93%
this school works with them to support their child's learning (S2010)	88%	90%	82%
this school takes parents' opinions seriously (S2011)	88%	69%	75%
student behaviour is well managed at this school (S2012)	76%	62%	67%
this school looks for ways to improve (S2013)	94%	84%	80%
this school is well maintained (S2014)	83%	75%	78%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	89%	90%	91%
they like being at their school (S2036)	85%	91%	87%
they feel safe at their school (S2037)	82%	81%	74%
their teachers motivate them to learn (S2038)	94%	96%	91%
their teachers expect them to do their best (S2039)	97%	99%	94%
their teachers provide them with useful feedback about their school work (S2040)	88%	94%	95%
teachers treat students fairly at their school (S2041)	79%	87%	87%
they can talk to their teachers about their concerns (S2042)	78%	88%	83%
their school takes students' opinions seriously (S2043)	77%	87%	80%
student behaviour is well managed at their school (S2044)	63%	69%	65%
their school looks for ways to improve (S2045)	88%	91%	93%
their school is well maintained (S2046)	83%	78%	84%
their school gives them opportunities to do interesting things (S2047)	90%	91%	93%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	90%	89%	94%
they feel that their school is a safe place in which to work (S2070)	83%	79%	86%
they receive useful feedback about their work at their school (S2071)	78%	80%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	83%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
students are encouraged to do their best at their school (S2072)	92%	93%	96%
students are treated fairly at their school (S2073)	81%	79%	81%
student behaviour is well managed at their school (S2074)	60%	62%	66%
staff are well supported at their school (S2075)	79%	77%	85%
their school takes staff opinions seriously (S2076)	83%	78%	87%
their school looks for ways to improve (S2077)	94%	90%	88%
their school is well maintained (S2078)	89%	95%	94%
their school gives them opportunities to do interesting things (S2079)	83%	82%	94%

'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

Parental involvement in each child's education is encouraged and ample opportunities exist at various levels to enable parents to be engaged to a level that suits them best. This involvement ranges from attendance at events and functions to volunteering to assist in classrooms, through to involvement at a decision making level through the P&C Association. Morayfield's P&C Association supports the operation of a Tuckshop and Uniform Shop. The P&C's Fundraising Committee raised money through school disco's, Mother's day and Father's Day stall and pie drive.

Each term a Community Breakfast is held to build awareness of community services with parents. The partnership with Caboolture Family Services Network has increased access to services for our school community. This breakfast is sponsored by local businesses and is an open forum for parents to meet with community agencies. The Neighbourhood Centre and Child Youth Mental Health also delivered the Bursting Angry Bubbles and Drumbeat programs at our school to support students' social and emotional learning.

In 2015 a Memorandum of Understanding was put in place for Act for Kids and Brisbane North Primary Health Network to partner with Morayfield State School to provide allied health care services to students on site. This community partnership will be implemented in 2016 with a Counsellor/Therapist (0.4FTE) and increased access to occupational therapy as an early intervention strategy working with students from Prep – Year 3.

An Indigenous Parent Group meets each term to provide guidance and feedback on school programs supporting Indigenous and Torres Straight Islander students.

Performing Arts are an integral part of the culture at Morayfield State School, supporting Harmony Day celebrations. Parent helpers assisted with student cultural groups as part of Harmony Day performances. Parent/teacher interviews are offered twice per year and are a valuable opportunity for parents/caregivers to be kept informed of their child's progress, as well as to share any concerns with the classroom teacher.

Playgroup supports the transition of children to school meeting every Thursday morning. This provides an opportunity for parents with children from birth to 4 year olds to meet together to get to know each other and school routines. In 2015 the school supported playgroup to attend excursions and provided information regarding speech and language development.

Reducing the school's environmental footprint

During 2015 the school continued to adopt many sustainable initiatives including installing solar panels, paper and cardboard recycling, water tanks and student veggie gardens. The school's Workplace Health and Safety Officer, Business Services Manager and Schools Officer regularly monitor water usage in key areas including toilets and irrigation.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	189,670	3,809
2013-2014	192,985	6,825

2014-2015

183,478

7,587

*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.

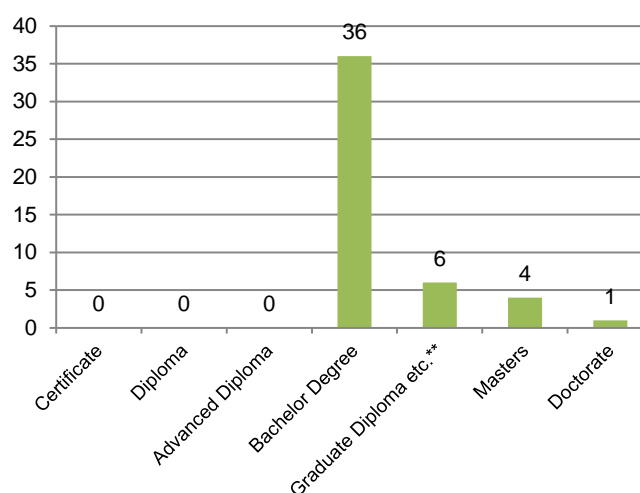
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	47	35	<5
Full-time equivalents	43	24	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	36
Graduate Diploma etc.**	6
Masters	4
Doctorate	1
Total	47



*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 2015 were \$41 282.55.

The major professional development initiatives are as follows:

- Deep Thinking for Deep Learning – Inquiry Based Instruction
- Classroom Profiling
- Essential Skills
- A Framework for Understanding Poverty
- Coaching – Reading & Engagement
- Reading Instructional Rounds
- Beginning Teacher Mentor Programs
- DETE Mandatory Induction
- Non Violent Crisis Intervention

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 82% of staff was retained by the school for the entire 2015 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

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	87%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	86%	85%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	87%	88%	86%	88%	87%	87%	88%					
2014	89%	86%	87%	86%	84%	90%	88%	90%					

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	90%	90%	88%	88%	87%	86%	88%						

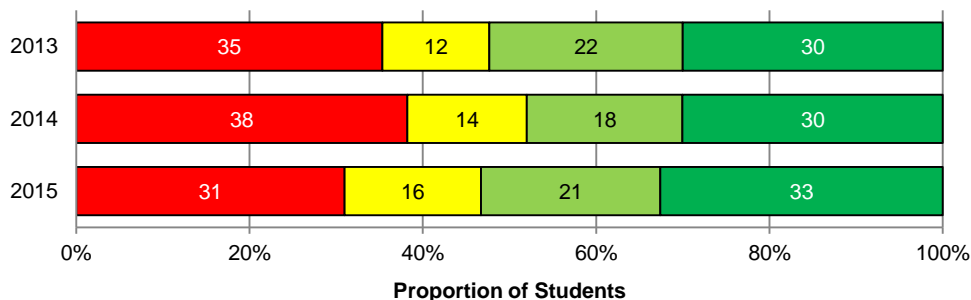
*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



Description of how non-attendance is managed by the school

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

Parents of students, who are identified by their class teacher or office personnel as having been absent for longer than three days, without notification of reason, are contacted either by the class teacher or by member of the school administration. Non-attendance of a student, that continues to be flagged as of concern is then brought to the attention of the Deputy Principal or the Principal. Parents are called to explain and are given the information regarding the requirements of compulsory participation. Continual absences are followed by formal letters. We also involve government and non-government agencies to work with the families and the school to assist with student attendance. Regional Office is notified if all efforts from the school are unsuccessful.

Morayfield is clearly focussed on ensuring students attend school regularly and a consistent pattern of follow-up letters and phone calls to parents to promote the need for increased attendance

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.

Find a school

GO

Sector:

Government

Non-government

SEARCH

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/>.

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School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.