



Morayfield State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Morayfield State School is a co-educational facility from Prep to Year 7, north of Brisbane in Moreton Bay Regional Shire. It has served the community since 1873 and is a member of the Morayfield coalition of schools. Staff promote excellence and equity. Students are successful learners, confident and creative individuals and active and informed citizens. Students learn in safe, inclusive, supportive and equitable settings. Teachers deliver a combination of connected and unconnected curriculum. Connected curriculum is through inquiry based thematic learning journeys, encouraging logical and higher order thinking as well as multiple approaches to problem solving. Unconnected curriculum is through school programs in each key learning area. Class programs focus on essential literacy, numeracy and ICT skills. We offer a Special Education Program, Japanese, Instrumental Music, intervention strategies, and learning and Special Needs Support. Classroom teaching programs are personalised and meet individual student needs. Parents are welcome. Our school is active in the community, participating in the full range of local community events. Visit our website.

Principal's Foreword

Introduction

Welcome to the Morayfield State School Community.

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 2016 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.

The school motto "**Aim High**" underpins our vision; "**To provide a safe, respectful learning community achieving success through positive relationships**". The school community continues to work together to make our vision a reality. **The school values – Respect for Self, Others, Learning and Property** are actively taught and developed to provide a nurturing environment for children. In 2016 Morayfield State School continued to strive together as a community to attain quality learning outcomes for ALL students. We recognize that '*many hearts make a school*' and our focus is on maximising learning as well as social and emotional outcomes for students. At Morayfield we believe in and value that our students are Responsible, Respectful and Safe.

In partnership with families and the wider community we are committed to preparing students with the knowledge and skills necessary for lifelong learning, and active and caring citizenship. We target the delivery of high quality educational experiences that are connected to students' lives, through a supportive and innovative learning environment. The school infrastructure features state-of-the-art technology embedded into the curriculum from Prep – 6 as such, we aim to equip our students with focussed skills and abilities for the 21st Century. We continue to work with our school community to deliver our supportive, safe and disciplined environment reflected in The Morayfield Way.

At Morayfield State School we recognise and celebrate diversity while maintaining high expectations in curriculum, student academic achievement and behaviour thus ensuring that our school is a safe supportive learning environment. We work in partnership with parents and the community to create a culture of high expectations and to preserve high standards in everything we do. Our school builds strong partnerships with parents to develop their child for the future and in particular we understand every parent values:

- A warm and supportive environment in which their child can grow with confidence;
- A focused curriculum that develops a student's potential to the fullest;
- Teachers who are committed to excellence in the teaching and learning process, who value the gift each child offers;
- Fair, firm and consistent discipline that ensures that the teaching and learning process is not compromised;
- High expectations in uniform presentation that are upheld;
- Extensive interaction with the school community;

- Effective channels of communication ensuring all partners are well informed; and
- Opportunities for active parent involvement.

Our Prep to Year 6 Curriculum is grounded in the basics of Literacy and Numeracy and focused on supporting and extending students to achieve their personal best across all the Key Learning Areas within the National Curriculum. Our aim is to provide a seamless education from Prep to Year 6, with a curriculum embedded in the excellent teaching of English, Mathematics, Science, History and Geography, as well as contextual learning in the remaining Learning Areas. We continue to develop an effective whole school approach to improving and enhancing learning in Literacy and Numeracy.

This report contains systemic data that highlights our continuing capacity to provide an educational environment that allows ALL children to succeed. It outlines information regarding curriculum outcomes, sporting success, performing art accomplishments and other community engagement. This report also highlights the dedication and professionalism of **all** staff in their commitment to ensure that all children achieve their personal best. Readers are encouraged to visit our school website on www.morayfieldss@eq.edu.au to learn more about Morayfield State School

School Progress towards its goals in 2016

Our school continued to work persistently towards achieving the major aims of the Annual Implementation Plan for 2016. A strong focus on embedding systematic curriculum, developing expert teaching teams and explicit pedagogy universally improved 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 for Learning (PBL)** continues to be paramount in establishing high standards and expectations of student behaviour. Our moral imperative is to improve student success and consistency of practice along with good first quality teaching and high expectations ensure that that our students are learning in a safe and supportive environment, and teachers are able to teach with fidelity.

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 of digital practice using ipads across the curriculum as a tool used to increase student engagement will also be facilitated.

2016 Explicit Improvement Agenda	Outcomes																																																
<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"> • Students reaching English Benchmark (Goal: 50%) <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Semester 1</th> <th>Semester 2</th> </tr> </thead> <tbody> <tr><td>Prep</td><td>54%</td><td>55%</td></tr> <tr><td>One</td><td>46%</td><td>66%</td></tr> <tr><td>Two</td><td>40%</td><td>48%</td></tr> <tr><td>Three</td><td>57%</td><td>67%</td></tr> <tr><td>Four</td><td>41%</td><td>42%</td></tr> <tr><td>Five</td><td>44%</td><td>46%</td></tr> <tr><td>Six</td><td>55%</td><td>59%</td></tr> </tbody> </table> • Students reaching Maths Benchmark (Goal: 50%) <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Semester 1</th> <th>Semester 2</th> </tr> </thead> <tbody> <tr><td>Prep</td><td>54%</td><td>66%</td></tr> <tr><td>One</td><td>70%</td><td>73%</td></tr> <tr><td>Two</td><td>51%</td><td>56%</td></tr> <tr><td>Three</td><td>67%</td><td>74%</td></tr> <tr><td>Four</td><td>47%</td><td>46%</td></tr> <tr><td>Five</td><td>65%</td><td>57%</td></tr> <tr><td>Six</td><td>58%</td><td>58%</td></tr> </tbody> </table> <p>NAPLAN</p> <ul style="list-style-type: none"> • 85.1% of Yr 3 and 79.7% of Yr 5 students at or above NMS in Reading • 89.2% of Yr 3 and 86.8% of Yr 5 students at or above NMS in Reading 		Semester 1	Semester 2	Prep	54%	55%	One	46%	66%	Two	40%	48%	Three	57%	67%	Four	41%	42%	Five	44%	46%	Six	55%	59%		Semester 1	Semester 2	Prep	54%	66%	One	70%	73%	Two	51%	56%	Three	67%	74%	Four	47%	46%	Five	65%	57%	Six	58%	58%
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2016 Explicit Improvement Agenda	Outcomes
<p>Student Attendance</p> <ul style="list-style-type: none"> Regularly analyse 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>Whole school attendance rate 88.4, up from 88.1 in 2015. Rate steady across multiple years.</p> <p>Indigenous student attendance rate 82.3%, down from 84.7 in 2015. Rate trending downwards.</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"> Reduction in major classroom behaviour referrals from 6162 to 3783, a reduction of 39% (Goal: 10%) 82% student SOS responses state I feel safe at school (Goal: 90%)

Future Outlook

The school's explicit improvement agenda is a universal approach to improve student outcomes across the school. All actions and strategies are listed within the school's Annual Implementation Plan with a particular focus targeting Reading, Attendance and Engagement. These elements are highlighted within our actions below.



2017 Explicit Improvement Agenda	Outcomes
<p>Targeted Teaching</p> <ul style="list-style-type: none"> Implement the Australian Curriculum across all year levels and all learning areas, using the Curriculum into the Classroom summative assessment tasks. Develop capacity of teachers to deconstruct the curriculum intent of English summative assessment tasks to inform planning Implement Case Management of Students (Parameter 6) through Short Term Data Cycles, focusing on English Achievement. Implement through instructional coaching cycles a whole school approach to levelled reading based on the Gradual Release of Responsibility. Design and begin to implement through instructional coaching, an English lesson structure focusing on making learning visible and teaching with a literacy focus. Build into curriculum planning the intentional use of current student data to inform teaching (Evidence Driven Instruction) as well as to identify the success of teaching (Monitoring Learning). Develop, through consultation, a whole school approach to the explicit teaching of spelling in all year levels. 	<p>80% of students achieving at or above benchmark in English.</p> <p>NAPLAN – 100% of Year 3 Students at NMS</p> <p>Improvement in Level of Achievement for English, Maths and Science in all Year Levels.</p> <p>80% of students achieving Reading Benchmark for their year level.</p> <p>Improvement in Spelling outcomes</p>
<p>Successful Students</p> <ul style="list-style-type: none"> Continue to engage students, parents/guardians and community members on the importance of actively attending school through frequent communication and reward systems based on attendance and achievement. Employ an Engagement coach focusing on whole school behaviour data analysis, intervention for targeted students and building productive partnerships with families. Continue to engage all staff in the Positive Behaviour for Learning implementation, and refine the process based on whole school data collection. Build the awareness of students who identify as having 	<p>Whole School Attendance Rate at 92%</p> <p>Decreasing number of major and minor behaviour incidents throughout the year</p> <p>Lesson observations reflect differentiation targeted towards EAL/D students.</p> <p>Lesson observations reflect intervention targeted towards ICP students.</p>

2017 Explicit Improvement Agenda	Outcomes
<p>English as an Additional Language or Dialect, and the impact this has upon their learning.</p> <ul style="list-style-type: none"> Develop and implement (through coaching) a whole school approach to inclusive Early and Ongoing Intervention (Parameter 5). 	
<p>Productive Partnerships</p> <ul style="list-style-type: none"> Collaboratively develop a Shared Beliefs and Understandings (Parameter 1) on the purpose of Morayfield State School, the staff and students. Develop and implement whole school data collection processes based on the principles of accuracy, relevance and transparency. Build the data literacy of all staff to develop a culture of Shared Responsibilities and Accountability (Parameter 14) where all staff take ownership of every student's learning. Implement the Developing Performance Framework for all staff, based on the Australian Institute for Teaching and School Leadership frameworks. Implement elements of the Parents and Community Engagement Framework, making informed decisions to promote active community engagement in the school. 	<p>School Opinion Survey shows increasing confidence of teachers and students.</p> <p>Whole School Data Plan enacted.</p> <p>Increase in accuracy and use of data in decision making.</p> <p>All staff completed and reflected upon their development plan.</p> <p>School Opinion Survey reflects increasing confidence in the school by parents.</p>

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	706	349	357	112	87%
2016*	624	308	316	110	85%
2016	585	290	295	107	87%

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

*From 2016, data for all state high schools include Year 7 students. Prior to 2016, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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

Overview

Morayfield State School services a culturally diverse community that comprises 18% Indigenous students, Pan Pacific students (7%) and students with English as an Additional Language/Dialect (11%) and verified disabilities (10.7%). 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 2016 approximately 95% of Year 6 students proudly attended State High Schools within the local district.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2016*	2016
Prep – Year 3	21	23	24
Year 4 – Year 7	23	25	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2016, data for all state high schools include Year 7 students. Prior to 2016, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016 Morayfield's Prep to Year 6 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 2016 the school implemented inquiry based learning through connecting key learning areas into relevant real world learning experiences for our students.

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
- Oral language programs
- Reading programs focusing on active comprehension
- STEM Extension Program in partnership with QUT Street Science Program and Morayfield SHS
- Leadership Program in partnership with Morayfield State High School
- Brain Break to support learning
- Interschool and Intra-school sports (years 5 to 6)

Co-curricular 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
- 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).

Support and Extension Programs

With the continued use of teaching mentors, we have implemented support and extension programs that cater for the needs of our students.



Extension programs

- Reading focusing on the upper two bands
 - Comprehension focus focusing on explicit teaching of QAR and other strategies Whole School
- Mathematics- Mathletics online learning

Extra Curricula Activities

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

Lunch time activities include:

- Computer Lab
- Supported Play
- Artie program
- Chaplain programs
- SEP Supported Play

Sport

Students in year 5 and 6 took part in interschool winter and summer sports. Sports offered included cricket, touch football, rugby league, netball, soccer. Students also participate in regional, state and national sport if they qualify.

Sporting Schools

Sporting Schools is an active school Sport Program that is offered to Year 4-6. Sports provided included Orienteering, Basketball, Rugby League, Ten Pin Bowling and Australian Rules Football.

Year 6 leadership camp

Students in year 6 are invited to attend a leadership camp which focuses on leadership skills, challenging students to “have a go” and work together to achieve personal and team successes.

How Information and Communication Technologies are used to Assist Learning

During 2016, 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. The school has a bank of iPads that provide students with another form of current technology to support their learning. An additional 20 iPads are available 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.

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.

Children use computers and digital devices to:

- engage in learning
- support positive behaviour choices
- research information
- store and retrieve documents
- communicate with others via chats and blogs
- improve knowledge and understanding using learning objects on the Interactive Whiteboard
- present information in digital format e.g. PowerPoint, web-pages

Social Climate

Overview

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 2 days per week to provide pastoral care and supportive strategies to enhance the social and emotional wellbeing of our children. This program was put on hold after the chaplain left the school and recommenced during term 4 when a new chaplain was appointed. Our school's Community Engagement Councillor has continued to focus on increasing 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. In 2016, the P&C continued to plan for and implement fundraising activities. At the conclusion of 2016, the P&C provided funds to air-condition the classrooms in the 5/6 classrooms. This continues to be a focus of our P&C to expand this throughout the school.

School Wide Positive Behaviour Learning (PBL) provides clear and consistent school discipline practices essential to any high performing education system. Recommendations from School Improvement Review of 2016 were put in place to support engagement, high standards, clear expectations of student behaviour and a rigorous consistent approach to recording data.

The PBL framework is the basis for staff increasing consistency in developing a positive and respectful learning environment with clear consequences associated for inappropriate classroom behaviour. Processes to maintain high expectations for students and engagement in learning including completing missed schoolwork due to discipline absences were implemented. 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

Parent opinion survey

Performance measure	2014	2016	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	86%	82%	94%
this is a good school (S2035)	66%	78%	85%
their child likes being at this school* (S2001)	84%	87%	94%
their child feels safe at this school* (S2002)	68%	80%	91%
their child's learning needs are being met at this school* (S2003)	80%	76%	89%
their child is making good progress at this school* (S2004)	90%	89%	86%
teachers at this school expect their child to do his or her best* (S2005)	98%	89%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	78%	91%
teachers at this school motivate their child to learn* (S2007)	96%	87%	92%
teachers at this school treat students fairly* (S2008)	78%	70%	80%
they can talk to their child's teachers about their concerns* (S2009)	94%	93%	92%
this school works with them to support their child's learning* (S2010)	90%	82%	92%
this school takes parents' opinions seriously* (S2011)	69%	75%	77%
student behaviour is well managed at this school* (S2012)	62%	67%	69%
this school looks for ways to improve* (S2013)	84%	80%	91%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2016	2016
this school is well maintained* (S2014)	75%	78%	89%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2016	2016
they are getting a good education at school (S2048)	90%	91%	97%
they like being at their school* (S2036)	91%	87%	92%
they feel safe at their school* (S2037)	81%	74%	82%
their teachers motivate them to learn* (S2038)	96%	91%	97%
their teachers expect them to do their best* (S2039)	99%	94%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	95%
teachers treat students fairly at their school* (S2041)	87%	87%	83%
they can talk to their teachers about their concerns* (S2042)	88%	83%	84%
their school takes students' opinions seriously* (S2043)	87%	80%	82%
student behaviour is well managed at their school* (S2044)	69%	65%	65%
their school looks for ways to improve* (S2045)	91%	93%	96%
their school is well maintained* (S2046)	78%	84%	86%
their school gives them opportunities to do interesting things* (S2047)	91%	93%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2016	2016
they enjoy working at their school (S2069)	89%	94%	95%
they feel that their school is a safe place in which to work (S2070)	79%	86%	84%
they receive useful feedback about their work at their school (S2071)	80%	90%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	96%	93%
students are encouraged to do their best at their school (S2072)	93%	96%	95%
students are treated fairly at their school (S2073)	79%	81%	84%
student behaviour is well managed at their school (S2074)	62%	66%	64%
staff are well supported at their school (S2075)	77%	85%	77%
their school takes staff opinions seriously (S2076)	78%	87%	85%
their school looks for ways to improve (S2077)	90%	88%	98%
their school is well maintained (S2078)	95%	94%	93%
their school gives them opportunities to do interesting things (S2079)	82%	94%	93%

* 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

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 2016, a revised Memorandum of Understanding was put in place for Act for Kids and Brisbane North Primary Health Network to continue to partner with Morayfield State School to provide allied health care services to students on site. This community partnership provided the school access to a Counsellor/Therapist (0.4FTE) and increased service 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 Strait 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Across the whole school, students are taught the value of respect. 'Respect for Self' and 'Respect for Others' is explicitly taught to students from prep to year six. This whole school program helps students to understand how to treat others, and how they should be treated within the school, and in the community. This focus strongly aligns to the whole school Positive Behaviour for Learning.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2016**	2016
Short Suspensions – 1 to 5 days	273	272	226
Long Suspensions – 6 to 20 days	5	9	7
Exclusions	1	3	1
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 2016.

**From 2016, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2016 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.

Environmental Footprint

Reducing the school's environmental footprint

During 2016 the school continued to adopt many sustainable initiatives including paper and cardboard recycling, water tanks and student veggie gardens. The school has solar panels to assist with use of electricity consumption. The school's Workplace Health and Safety Officer, Business Services Manager and Schools Officer regularly monitor water usage in key areas including toilets.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	192,985	6,825
2014-2016	183,478	7,587



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2016-2016	185,573	

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.

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 <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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	34	<5
Full-time Equivalents	41	23	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	5
Bachelor degree	26
Diploma	1
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$92 605

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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2016	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2016	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	85%	82%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

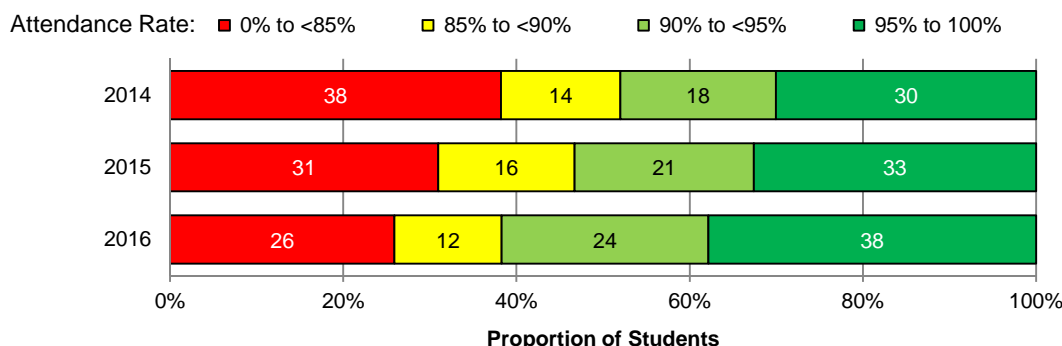
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	86%	87%	86%	84%	90%	88%	90%					
2016	90%	90%	88%	88%	87%	86%	88%						
2016	89%	88%	90%	89%	87%	87%	88%						

*Attendance rates effectively count 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:



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

NAPLAN

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 following 'Find a school' text box.



Find a school

Sector:

Government

Non-government

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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.