

# Our school at a glance



|                |   |
|----------------|---|
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## Principal's foreword

### Introduction

It is with great pride that I present the Morayfield State School Annual Report 2012.

The school motto "Aim High" underpins our vision; "A Learning Community Achieving Success for All Students." Throughout 2012 the school community worked 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.

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.

This report provides information about our achievements and highlights in 2012. 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.



### School progress towards its goals in 2012

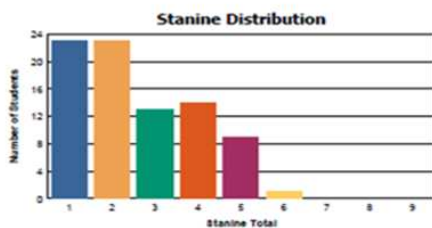
Our school, priorities-

#### Priority 1. Improved student outcomes in Literacy and Numeracy

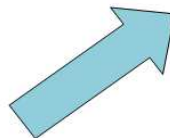
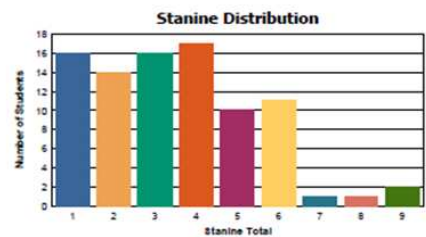
##### Achievements:

- National Assessment in Literacy and Numeracy (NAPLAN)
  - improvement in 5 of 15 areas of % student achieving National Minimum Standard
  - Improvement in 12 of 15 areas in % of students achieving the Upper 2 Bands
  - Improvement in reading comprehension as evidenced through the PAT R results (see below)

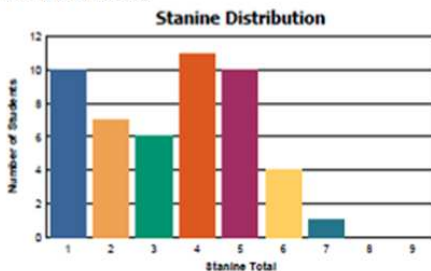
Year 3 March 2012



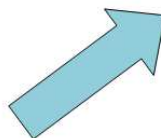
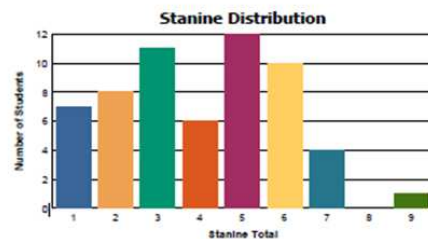
Year 3 Nov 2012



Year 5 March 2012

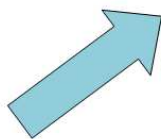
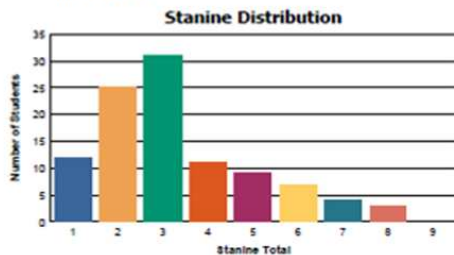


Year 5 November 2012

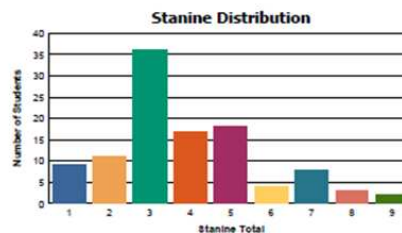


# Our school at a glance

Year 7 March 2012



Year 7 November 2012



- *Oral language intervention* was provided in response to screening Prep and Year 1 students and the analyses of student data. There was monitoring of data through pre and post-tests which showed:-
  - Vocab 93 % of students improved in vocabulary  
53 % now are within normal limits in vocabulary
  - Comprehension 87% improved  
60% now within normal limits
  - Grammar 100% improved in grammar  
53% now within normal limits
- *Closing the Gap*
  - The closing the gap between Indigenous and non-Indigenous student NAPLAN reading and numeracy scale scores has improved significantly:

|           |              |              |
|-----------|--------------|--------------|
| Reading:  | 77 in 2010   | 18.7 in 2012 |
| Numeracy: | 63.5 in 2010 | 9.0 in 2012  |

## Priority 2. Teaching and learning - Implementation of ACARA and consistent curriculum development and delivery

### Achievements:

- Implement the Australian Curriculum in maths, science and English using C2C as a resource
- Review and refine assessment and reporting framework to align year level achievement standards
- Provide opportunities for all staff to work in teams to contextualise the Australian Curriculum for Morayfield students
- Moderation of student assessment to maintain consistent professional judgement and student achievement against standards

## Priority 3. Improved student engagement – greater ability for students to manage their behaviour and engage in learning

### Achievements:

- Implementation of *School Wide Positive Behaviour Support*
- Ensure that Curriculum differentiation is catering for the diverse needs of all learners i.e. Special Needs, academically talented and ESL

## Priority 4. Build workforce capability

### Achievements:

Teacher professional development was a key focus to build capacity in the explicit instruction of reading. The Morayfield Way set out expectations for uninterrupted teaching of literacy. Additional resources were provided through guided reading, multi-modal texts and C2C resources to aid explicit instruction. Whole school professional learning in:

- A Framework for Understanding Poverty to understand the impact on learning for students living in social disadvantages.
- Data analysis of NAPLAN and Pat-R data to inform teaching and learning. Hatties' effect size was used to provide teachers with information on tracking student improvement and aligning high impact strategies.
- First Steps in Reading
- Setting individual students goals in Reading

## Priority 5. Increased parent participation in school

### Achievements:

Partnerships with parents included:

- Training of parent volunteers to support early learning in the Ready Set Reading program to increase letter/sound identification
- The Arts program created an innovative program which provided opportunities for parents to attend school to celebrate student learning through Drama, Dance and Music.
- Indigenous Liaison Officer provided a range of support services including coordinating health checks targeting Aboriginal and Torres Strait Islander students.

## Future outlook

### Priority 1 Improved student outcomes in Literacy and Numeracy

- Employ additional learning support teachers to provide targeted intervention in literacy and numeracy
- Continue data collection and analysis timelines to inform teaching and learning
- Continue targeted intervention of cusp and extension of students in literacy and numeracy
- Continue school wide moderation to ensure consistency in professional judgement and achievement standards
- Implement the NAPLAN Preparation Plan

#### English

- Literacy Coach support teachers to provide explicit instruction in reading and comprehension
- Continue implementing individual reading goals to lift literacy levels
- Continue implementing the Morayfield Standards for Teaching Reading
- Pat R data analysis to inform targeted intervention in reading comprehension year 2 – 7

#### Maths

- HOC to support teachers to provide explicit instruction in maths
- Develop and implement pedagogical approach and expectations to teaching maths including YuMi Deadly Maths
- Implement analysis of pre and post testing to inform the teaching and learning cycle
- Pat M data analysis to inform targeted intervention in Number year 3-7

#### Differentiated Classroom Learning

- Employ additional teacher as Support Teacher – Differentiation to build teacher capacity to ensure differentiation is part of every teacher's practice.
- Implement school differentiation process and planning supported by mentoring from Support Teacher – Differentiation
- Support teachers to record adjustments for the different needs of students
- Continue aligning data to inform student learning goals and feedback
- Develop differentiated tasks and assessment based on individual learning programs and class profiles

#### Effective Teaching Practice

- Continue implementing school expectations, 'The Morayfield Way' in reading and maths
- Monitor effective teaching practices through peer and school leader feedback
- Implement explicit teaching model to link teaching and learning, assessment, and achievement
- Provide professional development to support teachers creating individual learning goals and student feedback

### Priority 2 Develop and Enact a Pedagogical Framework based on The Art and Science of Teaching (ASoT)

- Implement "The Art and Science of Teaching" as a teaching and learning framework
- Provide whole staff professional development to engage staff in reflective practice using the ASOT framework beginning with design question 6 & 7.
- Develop a feedback culture through AsoT to provide opportunities for instructional rounds and peer feedback using a common framework/language for professional dialogue

### Priority 3 Implementing School Wide Positive Behaviour processes (SWPBS)

- Continue to review and refine school policies to align with SWPBS model wide positive behaviour processes with Support Teacher – Engagement and in conjunction with Iregional facilitator
- Implement the 'Essential Skills for Classroom Management' training for all staff
- Continue to use existing staff facilitator to provide ongoing training in Non-Violent Crisis Intervention to a broad range of staff needs basis
- Support Teacher – Engagement to mentor early career teachers
- Continue to implement classroom profiling to support teachers and reflect and improve practice using the essential skills

### Priority 4 Getting Ready For Secondary School

- Morayfield Coalition transition program for integrated learning environments with Morayfield SHS eg Science, Robotics, English, Indigenous ARTIE program
- Communicate with parents and community via P&C, newsletters of Junior Secondary schooling changes commencing in 2015
- Staff professional development partnership to ensure effective student preparation in curriculum and student wellbeing.
- Supporting professional development of staff who are interested in moving to Junior Secondary

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational  
**Year levels offered in 2012:** Prep - Year 7  
**Total student enrolments for this school:**



|      | Total | Girls | Boys | Enrolment Continuity<br>(Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 598   | 311   | 287  | 89%                                 |
| 2011 | 661   | 335   | 326  | 86%                                 |
| 2012 | 758   | 373   | 385  | 89%                                 |

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

### Characteristics of the student body:

Morayfield State School is situated on Morayfield Road at the southern end of Morayfield. Over 50% of housing in the local area are investment homes. The impact on the school is fluctuating enrolments and a high rate of student mobility. 2012 has seen a rapid growth in student enrolments. Students attending Morayfield State School have a diverse range of backgrounds and experiences. The school population includes indigenous students (15%), Pan Pacific students (7%) and students with verified disabilities (7%). Many of our early learners require support to develop early literacy, numeracy and school readiness skills. Morayfield State School is undertaking a renewal of its curriculum and pedagogy with a focus on individual learning to support academic success.

### Average Class sizes

| Phase            | Average Class Size |      |      |
|------------------|--------------------|------|------|
|                  | 2010               | 2011 | 2012 |
| Prep – Year 3    | 24                 | 23   | 23   |
| Year 4 – Year 10 | 26                 | 25   | 25   |

### School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |      |      |
|---------------------------------|--------------------|------|------|
|                                 | 2010               | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | 53                 | 103  | 158  |
| Long Suspensions - 6 to 20 days | 13                 | 15   | 16   |
| Exclusions                      | 4                  | 0    | 0    |
| Cancellations of Enrolment      | 0                  | 0    | 0    |

## Curriculum offerings

### Our distinctive curriculum offerings.

At Morayfield State School, we work with an unrelenting focus of improving the educational outcomes of our children. 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
- Speech programs
- Oracy programs
- Peer tutoring
- Reading programs focusing on decoding
- Brain Break to support learning
- Interschool and Intra-school sports (years 5 to 7)

### Support and Extension Programs

With the continued use of sector support teachers, we have implemented support and extension programs that catered 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)
  - Implementation of CARS and Stars (years 4 and 5)
  - Implementation of (years 2 and 3)
- Hands on Learning to engage boys in school

#### The ARTS

- Choir

# Our school at a glance

## 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:

- Science Club
- Gardening club
- Performing Arts Club
- Visual Arts Club



### Robotics

Year 6 and 7 students entered a district robotics competition. Students built robots using Lego components, created a program on the computer and then transferred it to the “brick”, the brain of the robot so that the robot knows what to do in each event. The robot uses motors and light sensors to navigate its way through the course.

Our junior team made up of year 6 students competed in two events – *Cup Clearer* and *Pursuit*. In *Cup Clearer* the robot must be programmed to remove plastic cups from within a marked circle in a time limit of 90 seconds. You can imagine our excitement when our robot cleared 4 cups in the first nine seconds! We competed well over all three rounds and made the semi-finals!



### Sport

Student in year 6 and 7 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. Tayla won gold at the National titles in the 800m U/13yr race.



### Year 6/7 leadership camp

Students in year 6 and 7 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.

### Competitions

Our school captain Robert, was awarded first place in an (ICAS) Australian Computer skills test.



## How Information and Communication Technologies are used to assist learning

Morayfield students have many opportunities to use ICT's. Each classroom has 2 computers and there is a computer laboratory in the school. There are 30 Interactive Whiteboards in use throughout the school. Interactive Whiteboards are used throughout the school allowing teachers to display the resources of the digital age directly to the whole class. Children use a large screen to interact with a variety of tools and programs. When planning units of work, ICT's are integrated into the units.

Children use computers and digital devices to:

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

Digital cameras are used widely to record student work and activities and these photos are used to produce digital portfolios.

## 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/activities to ensure students can achieve their potential.

**Spin Off** - To support the school Chaplaincy program a team of staff, students along and volunteers from a local church youth group took part in and won Spin Off competition. They were awarded the title of Kings of Spin.

**Breakfast Club** – Breakfast club is offered 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.

**Structured Lunch Games and Activities** – Introduced a range of addition lunch time activities e.g. Dance, Chess Club, Science Club and supported play activities



**School Wide Positive Behaviour Support (SWPBS)** - Implemented SWPB processes across the school. Introduced the Respect Rocket as the school values mascot. Positive behaviour is embedded through the Respect rules for self, learning, others and property. The respect rocket mascot communicates to the students the expectations of behaviour across the school environment.

# Our school at a glance

## Parent, student and staff satisfaction with the school

The overall satisfaction of parents, students and staff has steadily improved.

The percentage of parents that are satisfied that their child is getting a good education continues to improve: 2010 - 50%, 2011 - 73% to 2012 - 87.5%.

The percentage of students that are satisfied that they are getting a good education at school has risen from 2011 – 85% to 2012 – 86.7

Staff survey results also indicate significant improved satisfaction – Percentage of school workforce satisfied with access to professional development opportunities has improved 13.9 percentage points from 2011 to 91.9%. Staff morale has also improved 29% points from 60.9% in 2011 to 89.9% in 2012.

| <b>Performance measure (Nationally agreed items shown*)</b>                                    |                   |
|--|-------------------|
| Percentage of parents/caregivers who agree that:   | 2012 <sup>#</sup> |
| their child is getting a good education at school  | 87.5%             |
| this is a good school  | 87.0%             |
| their child likes being at this school*  | 91.7%             |
| their child feels safe at this school*   | 87.5%             |
| their child's learning needs are being met at this school*                                     | 87.5%             |
| their child is making good progress at this school*  | 87.5%             |
| teachers at this school expect their child to do his or her best*                              | 95.5%             |
| teachers at this school provide their child with useful feedback about his or her school work* | 87.0%             |
| teachers at this school motivate their child to learn*   | 91.7%             |
| teachers at this school treat students fairly*   | 86.4%             |
| they can talk to their child's teachers about their concerns*                                  | 95.8%             |
| this school works with them to support their child's learning*                                 | 87.0%             |
| this school takes parents' opinions seriously*   | 86.4%             |
| student behaviour is well managed at this school*  | 72.7%             |
| this school looks for ways to improve*   | 85.7%             |
| this school is well maintained*  | 87.5%             |

| <b>Performance measure (Nationally agreed items shown*)</b>               |                   |
|---|-------------------|
| Percentage of students who agree that:                                    | 2012 <sup>#</sup> |
| they are getting a good education at school                               | 86.7%             |
| they like being at their school*  | 79.8%             |
| they feel safe at their school*   | 78.0%             |
| their teachers motivate them to learn*                                    | 89.0%             |
| their teachers expect them to do their best*                              | 92.5%             |
| their teachers provide them with useful feedback about their school work* | 89.0%             |
| teachers treat students fairly at their school*                           | 69.0%             |
| they can talk to their teachers about their concerns*                     | 76.1%             |
| their school takes students' opinions seriously*                          | 76.7%             |
| student behaviour is well managed at their school*                        | 56.8%             |
| their school looks for ways to improve*                                   | 88.9%             |
| their school is well maintained*  | 72.7%             |
| their school gives them opportunities to do interesting things*           | 77.8%             |

| <b>Performance measure (Nationally agreed items shown*)</b>    |                   |
|--|-------------------|
| Percentage of school staff who agree:                          | 2012 <sup>#</sup> |
| that they have good access to quality professional development | 91.9%             |
| with the individual staff morale items                         | 89.9%             |

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.



# Our school at a glance

## Involving parents in their child's education

**Parent Education:** We provide a range of opportunities for parents to develop an understanding about school and the learning opportunities provided to their children. Sessions provided included learning to read, reading strategies, speech and oral language.

**Playgroup:** Our playgroup meets every Thursday morning for 2 hours. This provided an opportunity for parents with children from birth to 4 year olds together to know each other and school routines. During the year the school supported the playgroup to attend excursions and provided information regarding speech and language development.

**Community Cuppa:** Our school chaplain meets with a group of mothers each Friday morning to "have a chat" while doing art and craft activities. During these meetings they also shared a range of recipes and took turns in cooking morning teas.

**Class/School Celebrations:** Parents are invited to celebrate in a range of learning activities. These included the culmination of units of work, Under 8's day, Choir presentations, academic awards events and Christmas Concert, sports days and performing arts.



## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

All staff and students are encouraged to recycle paper and cardboard which is collected by a paper recycling company on a regular basis. Students participate in a gardening program as an extra-curricular activity. Curriculum units have an environmental focus on topics such as clean water, climate change and diminishing resources. Staff and students are encouraged to print only when necessary and to report dripping taps, leaking toilets etc. The school sustainability plan is focused on building awareness of wasting resources such as power and water. The school solar panels and water tanks offset consumption.

|           | Environmental footprint indicators |          |
|-----------|------------------------------------|----------|
|           | Electricity kWh                    | Water kL |
| 2009-2010 | 133,856                            | 2,215    |
| 2010-2011 | 195,936                            | 9,720    |
| 2011-2012 | 194,944                            | 1,066    |

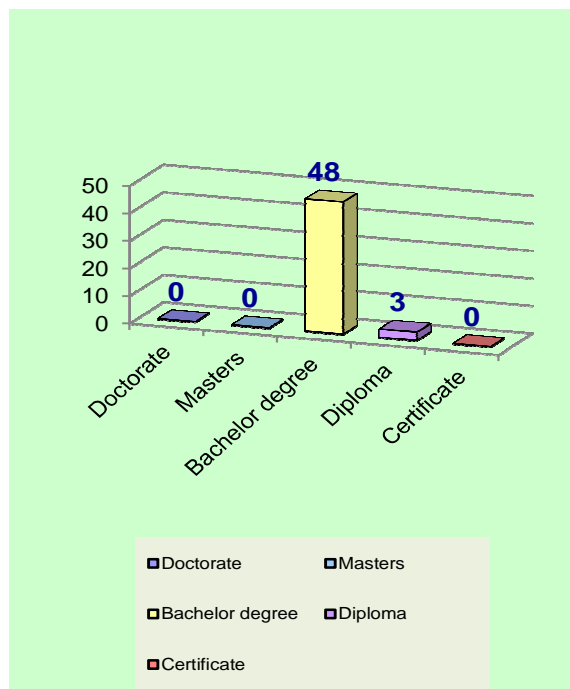
# Our staff profile

## Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts                 | 51             | 32                 | <5               |
| Full-time equivalents      | 47.4           | 21.2               | <5               |

## Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate                   | 0   |
| Masters                     | 0   |
| Bachelor degree             | 48  |
| Diploma                     | 3   |
| Certificate                 | 0   |



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was \$65 808. The major professional development initiatives are as follows:

### Curriculum

- 100% teachers have accessed Professional Development in teaching reading “the Morayfield Way”:
- Staff ICT club provided fortnightly professional development in using ICT in the classroom
- Teachers from years 3to 7 have accessed Professional development in data analysis
- Teachers accessed First Steps in Reading professional development

### A Framework for Understanding Poverty

- 100% staff were updated/trained in Ruby Payne’s – *A Framework for Understanding Poverty* in Semester 1

### The Art and Science of Teaching (Robert Mazarno)

- A team of 7 staff members accessed the initial 3 days training in ASoT
- All teachers accessed ASoT professional development provided by the initial team

### Leadership

- The Leadership Team accessed professional development in leadership and management

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.





# Our staff profile

## Average staff attendance

|  | 2010  | 2011  | 2012  |
|--|-------|-------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 96.4% | 96.5% | 96.9% |

## Proportion of staff retained from the previous school year

From the end of the previous school year, 90.9% of staff was retained by the school for the entire 2012 school year.

## School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

# Performance of our students

## Key student outcomes

| Student attendance   | 2010 | 2011 | 2012 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 90%  | 90%  | 89%  |

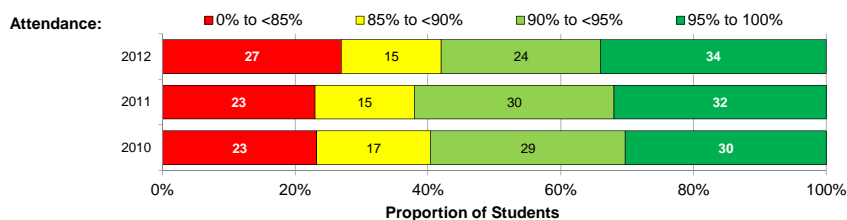
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

| Student attendance rate for each year level (shown as a percentage) |        |        |        |        |        |        |        |
|---|--------|--------|--------|--------|--------|--------|--------|
|   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
| 2010  | 90%    | 89%    | 91%    | 89%    | 91%    | 91%    | 91%    |
| 2011  | 88%    | 89%    | 89%    | 93%    | 90%    | 92%    | 90%    |
| 2012  | 88%    | 88%    | 89%    | 88%    | 88%    | 88%    | 90%    |

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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Student Attendance Strategies:

- Attendance officer phones parent when students are not attending school and offers support to get them back to school.
- Guidance officers have been following up student's with repeated non-attendance.
- Staff follow up individual students in their class after 3 days absent

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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# Performance of our students

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

### ***Closing the Gap Strategies:***

Morayfield State School employs an Indigenous Liaison Officer for 2 days each week. The ILO works with students and families to support positive outcomes for Indigenous families.

- Indigenous students receive support through the Support Teachers and Teacher Aides within the cohort of same age peers.
- Cultural activities were held each term involving parents and elders
- An Indigenous cultural dance group has been developed.



The below table outlines the gap between the achievement of Indigenous students and non-Indigenous students in the National Assessment Program Literacy and Numeracy.

| The gap between Indigenous and Non –Indigenous Reading and Numeracy mean scale scores |          | 2011 | 2012 |
|---|----------|------|------|
| Half the Gap in year 3 Reading and Numeracy   | Reading  | 35.4 | 18.7 |
|   | Numeracy | 36.7 | 9.0  |