Morayfield State School

Queensland State School Reporting

2013 School Annual Report
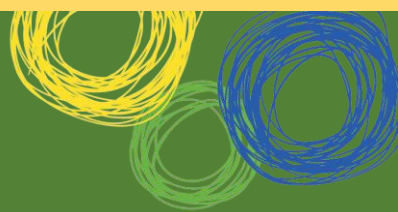
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Principal's foreword

Introduction

It is with great pride that we present the Morayfield State School Annual Report 2013.

The school motto **"Aim High"** underpins our vision; **"*To provide a safe, respectful learning community achieving success through positive relationships*"**. Throughout 2013 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 2013. 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 2013

PRIORITIES 2013	IMPROVEMENT STRATEGIES AND ACTIONS 2013	OUTCOMES
Improved student outcomes in Literacy and Numeracy	**English** • Literacy Coach support teachers to provide explicit instruction in reading • Continue implementing individual reading goals to lift literacy levels • Continue implementing the *Morayfi*eld *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	• The *"Morayfield Way"* was introduced across the school to enhance consistency from Prep – year 7. • Pat data was collected and analysed to measure teacher effectiveness and to inform teacher practice. • 50% of teachers (16 teachers) accessed coaching support • 90% of students had a reading goal

	• Implement analysis of pre and post testing to inform the teaching and learning cycle • Pat M data analysis to inform targeted intervention in Number	*National Assessment in Literacy and Numeracy* (NAPLAN) - improvement in 8 of 15 areas of % student achieving National Minimum Standard - Improvement in 6 of 15 areas in % of students achieving the Upper 2 Bands
Implementing School Wide Positive Behaviour processes (SWPBS)	• Continue to review and refine school policies to align with SWPBS model • School wide positive behaviour processes with Support Teacher – Engagement and in conjunction with local facilitator • Implement the 'Essential Skills for Classroom Management' training for all staff • Implement Classroom Profiling and coaching to increase reflective practice and student engagement • Mentor and support new teachers to implement Essential Skills. Support Teacher – Engagement to mentor early career teachers	• Launched the SWPBS Respect Rocket program across the school from Prep – year7. • Essential Skills for teachers was implemented across the school • Engagement mentor supported the implementation of school wide processes. • 68% of teachers participated in Classroom Profiling and coaching
Getting Ready For Secondary School	• Morayfield Coalition transition program for integrated learning environments with Morayfield SHS eg Science, 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	• Morayfield State School worked closely with Morayfield State High School and implemented a range of programs providing access and communication to the Secondary Campus. • 3 staff members indicated their interest in moving to the Secondary Campus with the year 6 & 7 students for the start of 2015.
Closing the Gap	• Yr 4-7 students have individual learning/attendance goals to participate in the ARTIE program in partnership with Former Origin Greats (FOGS) • Indigenous students to have an Individual Learning Plan • Increase Indigenous parental engagement with school community	• All Indigenous students have an Individual Learning Plan • Indigenous parent group met each term • ARTIE program successfully implemented improving the attendance of Indigenous students. • An Indigenous Community Liaison Officer employed 2 days per week to increase engagement

Future outlook

2014 Priorities and Strategies

ACARA Priorities

- Embed English, Mathematics, Science and History (National Curriculum) using the C2C resources ensuring alignment with community expectations.
- Trial Geography using the C2C resource
- Familiarize staff with the curriculum area "The Arts" using the C2C resource during term 4, 2014
- Implement the North Coast Region: *" A Guide to School Based Assessment Tools and Year Level Expectations"*

Key Literacy and Numeracy Strategies

English

- Teaching and Learning Mentors and Head of Curriculum support teachers to provide explicit instruction in reading
- Continue implementing individual reading goals and include writing goals to lift literacy levels

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- Continue implementing the *Morayfield Standards for Teaching Reading*
- Pat R data analysis to inform targeted intervention in reading comprehension year 2 – 7
- Implement oral language of all Prep student and oral language intervention program as required

Maths

- HOC to support teachers to provide explicit instruction in maths
- Develop and implement *The Morayfield Standards for Teaching Numeracy*
- Introduce individual maths goals to lift numeracy levels
- Implement analysis of pre and post testing to inform the teaching and learning cycle
- Pat M data analysis to inform targeted intervention in Number

Differentiation

- Differentiation planning meetings with T & L Mentors and HOC to support development and implementation of Targeted Learning Plans - Targeted interventions identified through data and implemented
- Continue data collection and analysis 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 in English and Maths

Developing Performance Framework

- Embed DPF conversations with all teaching and non-teaching staff aligning goals to school priorities and individual needs – conducted in term 1 with review in term 4
- Develop a working knowledge of the Australian Professional Standards for Teachers

Parent and Community Engagement Strategy

- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement - Curriculum celebration of learning each semester through The Arts, year level and class events, or school choir
- Engage parents to participate in extra-curricular programs to support student learning eg Move it Mob Style, Polynesian Choir
- Provide programs and opportunities for parents to build their capacity to support their child's learning
- Use multiple communication channels to communicate with parents eg email, SMS, telephone, web portal and letter Facebook, Newsletter, QSchool app
- Regular communication of school performance through student data in achievement and attendance
- Actively seek and develop a wide range of community partnerships

Closing the Gap

- Indigenous Community Advisor available to meet with parents as needed
- Acknowledgment and representation of Indigenous Perspectives in all school activities
- Develop EATSIPS committee and Implement EATSIP's plan
- Continue to implement the ARTIE program
  Continue to work with the Indigenous Health Unit – Introduce Deadly Choices

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	661	335	326	86%
2012	758	373	385	89%
2013	785	375	410	85%

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. 2013 had a slight decline 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

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3	23	23	24
Year 4 – Year 7 Primary	25	25	24

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2011	2012	2013
Short Suspensions - 1 to 5 days	103	158	243
Long Suspensions - 6 to 20 days	15	16	10
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Our school at a glance

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

The Daniel Morecombe Child Safety Curriculum was implemented across the school from Prep to Year 7.

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
- Performing Arts

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 – Move it Mob Style, Polynesian Dance Group
- Visual Arts Club

Sport
Students 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.

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 the (ICAS) Australian Computer skills test.

How Information and Communication Technologies are used to assist learning

Morayfield students have many opportunities to use ICT's to assist learning. Each classroom has two computers and there is a computer laboratory in the school. There are 30 Interactive Whiteboards 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
- 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.

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 additional lunch time activities e.g. Dance, Chess Club, Science Club and supported play activities

Sandwich Savers – With the support of volunteers and donated food sandwiches are made available for students attending school without food.

School Wide Positive Behaviour Support (SWPBS) **-** Implemented SWPB processes across the school and introduced 'Ricky Rocket' as the Respect school values mascot. 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.

Our school at a glance

Parent, student and staff satisfaction with the school

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	88%	94%
this is a good school (S2035)	87%	82%
their child likes being at this school* (S2001)	92%	94%
their child feels safe at this school* (S2002)	88%	89%
their child's learning needs are being met at this school* (S2003)	88%	88%
their child is making good progress at this school* (S2004)	88%	82%
teachers at this school expect their child to do his or her best* (S2005)	95%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	73%
teachers at this school motivate their child to learn* (S2007)	92%	89%
teachers at this school treat students fairly* (S2008)	86%	94%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%
this school works with them to support their child's learning* (S2010)	87%	88%
this school takes parents' opinions seriously* (S2011)	86%	88%
student behaviour is well managed at this school* (S2012)	73%	76%
this school looks for ways to improve* (S2013)	86%	94%
this school is well maintained* (S2014)	88%	83%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	87%	89%
they like being at their school* (S2036)	80%	85%
they feel safe at their school* (S2037)	78%	82%
their teachers motivate them to learn* (S2038)	89%	94%
their teachers expect them to do their best* (S2039)	92%	97%
their teachers provide them with useful feedback about their school work* (S2040)	89%	88%
teachers treat students fairly at their school* (S2041)	69%	79%
they can talk to their teachers about their concerns* (S2042)	76%	78%
their school takes students' opinions seriously* (S2043)	77%	77%
student behaviour is well managed at their school* (S2044)	57%	63%
their school looks for ways to improve* (S2045)	89%	88%

their school is well maintained* (S2046)	73%	83%
their school gives them opportunities to do interesting things* (S2047)	78%	90%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	90%
they feel that their school is a safe place in which to work (S2070)	83%
they receive useful feedback about their work at their school (S2071)	78%
students are encouraged to do their best at their school (S2072)	92%
students are treated fairly at their school (S2073)	81%
student behaviour is well managed at their school (S2074)	60%
staff are well supported at their school (S2075)	79%
their school takes staff opinions seriously (S2076)	83%
their school looks for ways to improve (S2077)	94%
their school is well maintained (S2078)	89%
their school gives them opportunities to do interesting things (S2079)	83%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 our 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 two hours. This provided an opportunity for parents with children from birth to 4 year olds together to know each other and school routines.   In 2013 the school supported 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. Parents volunteered to made sandwiches for students attending without food during Community Cuppa.

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
2010-2011	195,936	9,720
2011-2012	194,944	1,066
2012-2013	189,670	3,809

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

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Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	54	32	<5
Full-time equivalents	51	22	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	45
Graduate Diploma etc.	7
Masters	2
Doctorate	0
Total	**54**
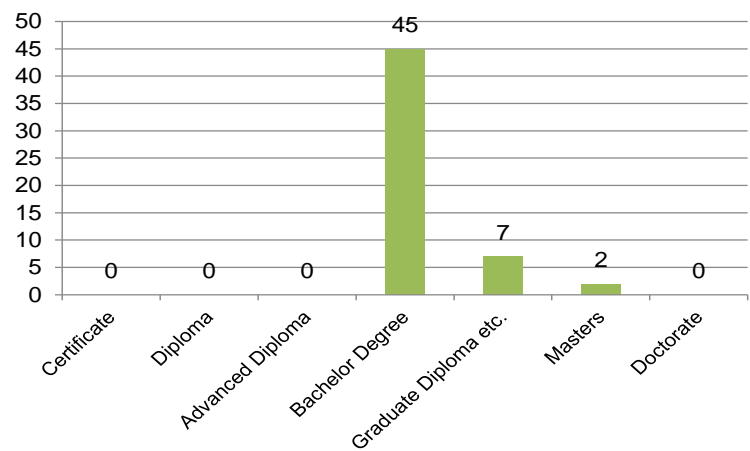
* Teaching Staff includes School Leaders

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

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Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $ 18 540.

The major professional development initiatives are as follows:

- The Art and Science of Teaching
- Classroom Profiling
- Essential Skills
- A Framework for Understanding Poverty
- Cognitive Coaching
- Engaging Students through Technology
- Coaching – Literacy, Numeracy & Engagement

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 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.**

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.

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Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	87%

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2011	88%	89%	89%	93%	90%	92%	90%
2012	88%	88%	89%	88%	88%	88%	90%
2013	87%	88%	86%	88%	87%	87%	88%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
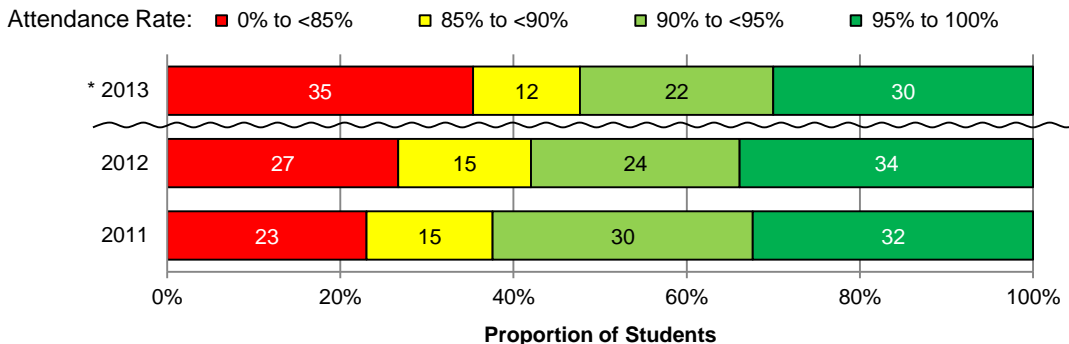
* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

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

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/.

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

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

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 (ILO) for two 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.
- An active parent group meets each term to support the school in improving outcomes for Indigenous students
- The ARTIE (Achieving academic Results through Education) is a program that is supported by the FOGS (Former Origin Greats) is instrumental in supporting Indigenous Students to improve their attendance.

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