

# Morayfield State School

## Queensland State School Reporting

### 2014 School Annual Report



Postal address	196-230 Morayfield Road Morayfield 4506
Phone	(07) 5431 6222
Fax	(07) 5431 6200
Email	the.principal@morayfieldss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Ms Vicky Gahan

## Principal's foreword

### Introduction

It is with great pride that I present the Morayfield State School Annual Report 2014.

The school motto "**Aim High**" underpins our vision; "**To provide a safe, respectful learning community achieving success through positive relationships**". Throughout 2014 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 2014. 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 2014

Key Literacy and Numeracy Strategies	Outcomes
<b>English</b> <ul style="list-style-type: none"> <li>Teaching and Learning Mentors and Head of Curriculum support teachers to provide explicit instruction in reading</li> <li>Continue implementing individual reading goals and include writing goals to lift literacy levels</li> <li>Continue implementing the <i>Morayfield Standards for Teaching Reading</i></li> <li>Pat-R data analysis to inform targeted intervention in reading comprehension year 3 – 7</li> <li>Implement oral language of all Prep student and oral language intervention program as required</li> </ul>	<b>English</b> <ul style="list-style-type: none"> <li>Year 2,3,4,5 cusp students received explicit small group support in reading comprehension.</li> <li>Curriculum committee with whole school consultation developed writing goals appropriate to each year level. Regular walkthroughs were conducted to ensure consistency of practice.</li> <li>Pat-R pre and post data demonstrated a positive effect size. 54.32% of students improved by a 0.4 effect size or above in reading</li> <li>Identified need for a more explicit whole school focus on active comprehension. Plan developed for 2015</li> <li>Read it again program trialed Semester 2 and to be implemented in 2015. Oral intervention programs</li> </ul>

	embedded with post screening and year 1 & 2 programs now also supported by SLP.
<b>Maths</b> <ul style="list-style-type: none"> <li>HOC to support teachers to provide explicit instruction in maths</li> <li>Develop and implement <i>The Morayfield Standards for Teaching Numeracy</i></li> <li>Introduce individual maths goals to lift numeracy levels</li> <li>Implement analysis of pre and post testing to inform the teaching and learning cycle</li> <li>Pat M data analysis to inform targeted intervention in Number</li> </ul>	<b>Maths</b> <ul style="list-style-type: none"> <li>59% of students improved by a 0.4 effect size or above in Pat M</li> <li>Maths coach appointed in semester 2 supported implementation and analysis of pre &amp; post diagnostic testing to inform planning</li> <li>All students have a numeracy goal</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Differentiation planning meetings with T &amp; L Mentors and HOC to support development and implementation of Targeted Learning Plans - Targeted interventions identified through data and implemented</li> <li>Continue data collection and analysis to inform teaching and learning</li> <li>Continue targeted intervention of cusp and extension of students in literacy and numeracy</li> <li>Continue school wide moderation to ensure consistency in professional judgement and achievement standards in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>Planning meetings occurred each term with members of the administration team and HOC.</li> <li>All targeted learning plans were reviewed in Term 2 with new goals set. Copies of learning plans were sent home and signed by parents. All learning plans are on OneSchool.</li> <li>Data sets included Pat R, NAPLAN, Benchmark reading assessments, Literacy indicators</li> <li>2 Learning support staff supported Year 3 &amp; 5 in Semester 1 and Year 2 &amp; 4 in semester 2. Pre and post data was kept</li> <li>Moderation meetings were held in Term 2 &amp; 3 following set protocols.</li> </ul>
<b>Closing the Gap</b> <ul style="list-style-type: none"> <li>Indigenous Community Advisor available to meet with parents as needed</li> <li>Acknowledgment and representation of Indigenous Perspectives in all school activities</li> <li>Continue to implement the ARTIE program</li> <li>Continue to work with the Indigenous Health Unit – Introduce Deadly Choices</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous Community Advisor supported parents through regular meetings, working with students and home visits.</li> <li>The ARTIE program has supported Indigenous students to improve attendance and academic results – attendance has improved                             <ul style="list-style-type: none"> <li>2013 - 83.8%</li> <li>2014 - 86.1%</li> </ul> </li> <li>Indigenous Health Unit implemented the <i>Deadly Choices Program</i> for all Indigenous students in years 4-7</li> </ul>

## Future outlook

<b>Successful Learners</b>	<b>Analyse Student Data</b> <ul style="list-style-type: none"> <li>Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention</li> <li>Data team focused on whole school, cohort and class data analysis to inform explicit instruction and student improvement</li> <li>Further develop teacher expertise in data analysis to inform effective teaching and learning through year level PLC's</li> </ul>
	<b>Improve Student Attendance</b> <ul style="list-style-type: none"> <li>Analyse trends in student attendance and implement strategies to increase student attendance to 90%.</li> <li>Implement attendance policy - including weekly data analysis and sharing of data, home visits and positive reinforcement</li> <li>Student acknowledgment strategy for on-time regular attendance 5 days each week</li> <li>Regular communication to the community through newsletter, Facebook, assemblies etc.</li> </ul>
	<b>Cater for Student Needs</b> <ul style="list-style-type: none"> <li>Implement strategies to cater for students' academic, social and emotional needs eg breakfast club</li> <li>Targeted student support and intervention for students at risk and below NMS</li> <li>Embed <b>differentiation</b> strategies across all year levels using diagnostic assessment processes and ACARA recommendations</li> <li>Provide highly engaging programs through the use of iPads, Tier II programs</li> <li>Implement ICP for targeted SEP students working below year level standard</li> <li>Extra-curricular excursion plan to enhance learning opportunities for students</li> <li>Develop sequential whole school programs with high yield strategies in reading, writing, spelling, grammar and number</li> <li>Use of high yield strategies and digital pedagogies for engagement in literacy and numeracy</li> </ul>
	<b>Upper 2 Bands Priority</b> <ul style="list-style-type: none"> <li>Targeted intervention to extend U2B students through NAPLAN Preparation Plan</li> <li>Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated instruction, UNSW testing)</li> </ul>

<p><b>Great People</b></p> <p><b>Teaching Quality</b></p>	<p><b><u>Literacy Priority</u></b>  <b><i>Continue to embed a balanced reading program</i></b></p> <ul style="list-style-type: none"> <li>• Embed a shared understanding and pedagogical practice of reading procedures eg <i>Modelled Reading; Shared Reading; Guided Reading; Independent Reading</i></li> <li>• Ensure active comprehension and broad and deep vocabulary are explicitly addressed</li> <li>• Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of comprehension eg: Cars and Stars; QAR, Sheena Cameron Comprehension Strategies</li> <li>• Embed comprehension strategies into the reading procedures</li> <li>• Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through observation and feedback</li> </ul> <p><b><u>Literacy Coach 2015</u></b></p> <ul style="list-style-type: none"> <li>• Explicit teaching of reading comprehension strategies across the whole school (Prep-6)</li> <li>• Consistent use and understanding of the gradual release model ( I Do, We Do, You Do) and reading procedures in the reading block- modelled, shared guided and independent reading.</li> <li>• Explicit teaching of vocabulary.</li> </ul> <p><b><u>Numeracy Priority</u></b></p> <ul style="list-style-type: none"> <li>• Embed Numeracy Rich Routines (eg maths warm-up) that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M.</li> <li>• Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.</li> <li>• Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to maths curriculum, Number lines, Part/Whole relationships, Reasoning and Estimation</li> </ul> <p><b><u>Profiling – Essential Skills</u></b></p> <ul style="list-style-type: none"> <li>• Increase trained Classroom Profilers to support consistent use of Essential Skills across all classrooms</li> <li>• To develop reflective practice through professional dialogue and analysis of Essential Skills in the classroom</li> </ul>
<p><b>Engaged Partners</b></p>	<p><b><u>Partnerships</u></b></p> <ul style="list-style-type: none"> <li>• Develop partnerships within and beyond the school that support student learning.</li> <li>• Embrace opportunities to collaborate with local communities.</li> <li>• Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres.</li> <li>• Establish out of hours care onsite</li> </ul> <p><b><u>Parent and Community Engagement Strategy</u></b></p> <ul style="list-style-type: none"> <li>• Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement</li> <li>• Use multiple communication channels to communicate with parents eg email, SMS, telephone, Facebook, web portal and letter</li> <li>• Provide programs and opportunities for parents to build their capacity to support their child's learning</li> <li>• Actively seek and develop a wide range of community partnerships</li> </ul>

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	758	373	385	89%
2013	785	375	410	85%
2014	706	349	357	87%

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. 2014 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	24	21
Year 4 – Year 7 Primary	25	24	23

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	158	243	273
Long Suspensions - 6 to 20 days	16	10	5
Exclusions <sup>#</sup>	0	0	1
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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 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
  - Implementation of CARS and Stars (years 4 and 5)
- Hands on Learning to engage boys in school



### Science

Students had opportunities to engage in a range of extension science activities through the scientists in schools program and through the QUT Street Science Program.

## 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:

- 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.



### Active after School Sport

We successfully applied for federal funding to provide an Active Afterschool Sport Program. Each term we provided active sport activities 3 times each week. Sports provided included Dance, Basketball, Rugby League, Ten Pin Bowling and Australian Rules Football.



### 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.



## 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 access to 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. All classes have access to banks of iPads to support student's engagement in the curriculum. Prep and year 1 students also have access to XO's (a small children's tablet device).



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

## 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 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 through '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 which are also taught on a weekly basis.

## Parent, student and staff satisfaction with the school

Performance measure

Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
their child is getting a good education at school (S2016)	88%	94%	86%
this is a good school (S2035)	87%	82%	66%
their child likes being at this school* (S2001)	92%	94%	84%
their child feels safe at this school* (S2002)	88%	89%	68%
their child's learning needs are being met at this school* (S2003)	88%	88%	80%
their child is making good progress at this school* (S2004)	88%	82%	90%
teachers at this school expect their child to do his or her best* (S2005)	95%	94%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	73%	89%
teachers at this school motivate their child to learn* (S2007)	92%	89%	96%
teachers at this school treat students fairly* (S2008)	86%	94%	78%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	94%
this school works with them to support their child's learning* (S2010)	87%	88%	90%
this school takes parents' opinions seriously* (S2011)	86%	88%	69%
student behaviour is well managed at this school* (S2012)	73%	76%	62%
this school looks for ways to improve* (S2013)	86%	94%	84%
this school is well maintained* (S2014)	88%	83%	75%

#### Performance measure

Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	87%	89%	90%
they like being at their school* (S2036)	80%	85%	91%
they feel safe at their school* (S2037)	78%	82%	81%
their teachers motivate them to learn* (S2038)	89%	94%	96%
their teachers expect them to do their best* (S2039)	92%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	89%	88%	94%
teachers treat students fairly at their school* (S2041)	69%	79%	87%
they can talk to their teachers about their concerns* (S2042)	76%	78%	88%
their school takes students' opinions seriously* (S2043)	77%	77%	87%
student behaviour is well managed at their school* (S2044)	57%	63%	69%
their school looks for ways to improve* (S2045)	89%	88%	91%
their school is well maintained* (S2046)	73%	83%	78%
their school gives them opportunities to do interesting things* (S2047)	78%	90%	91%

#### Performance measure

Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		90%	89%
they feel that their school is a safe place in which to work (S2070)		83%	79%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they receive useful feedback about their work at their school (S2071)		78%	80%
students are encouraged to do their best at their school (S2072)		92%	93%
students are treated fairly at their school (S2073)		81%	79%
student behaviour is well managed at their school (S2074)		60%	62%
staff are well supported at their school (S2075)		79%	77%
their school takes staff opinions seriously (S2076)		83%	78%
their school looks for ways to improve (S2077)		94%	90%
their school is well maintained (S2078)		89%	95%
their school gives them opportunities to do interesting things (S2079)		83%	82%

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

# 'Agree' represents the 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.

## 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 and 1, 2, 3 Magic.

**Playgroup:** Playgroup meets every Thursday morning for two hours. This provides an opportunity for parents with children from birth to 4 year olds to meet together to get to know each other and school routines. In 2014 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 week 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 make sandwiches for students attending without food during Community Cuppa.

**Community Breakfast:** Our first community breakfast has been held with a range of community services and agencies were invited to meet with our families in an informal setting.



**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, harmony day, 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.



Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	194,944	1,066
2012-2013	189,670	3,809
2013-2014	192,985	6,825

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

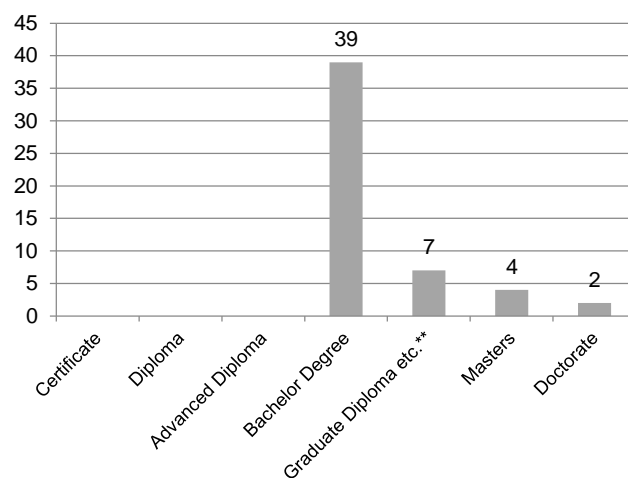
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	52	35	<5
Full-time equivalents	46	23	<5

#### Qualification of all

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	39
Graduate Diploma etc.**	7
Masters	4
Doctorate	2
<b>Total</b>	<b>52</b>



\*Teaching staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2014 were \$13 657

The major professional development initiatives are as follows:

- Cognitive Coaching
- Classroom Profiling
- Essential Skills
- A Framework for Understanding Poverty
- Engaging Students through Technology
- Coaching – Literacy, Numeracy & Engagement

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 74% of staff was retained by the school for the entire 2014 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 webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	87%	87%

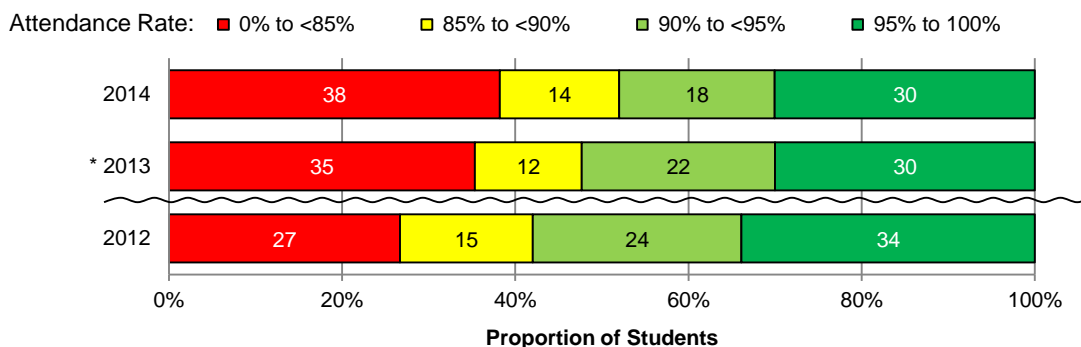
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	Year 8	Year 9	Year 10	Year 11	Year 12
2012	88%	88%	89%	88%	88%	88%	90%					
2013	87%	88%	86%	88%	87%	87%	88%					
2014	86%	87%	86%	84%	90%	88%	90%					

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 after 2012 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 DETE 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.

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.

### 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 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 Community Advisor (ICA) for two days each week. The ICA 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 are 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 *Deadly Choices* program was implemented for students in years 4-7
- 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.

