



Morayfield State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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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.

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 2018 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 expectations: Be Respectful, Be Responsible and Be Safe** are actively taught and developed to provide a nurturing environment for children. In 2018 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.

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 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](http://www.morayfieldss.eq.edu.au) to learn more about Morayfield State School

## School progress towards its goals in 2018

Our school continued to work persistently towards achieving the major aims of the Annual Implementation Plan for 2018. 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.

2018 Explicit Improvement Agenda	Outcomes/Targets																											
<ul style="list-style-type: none"> <li>Continue to develop capacity of teachers to deconstruct English summative assessment tasks to inform planning.</li> <li>Develop and implement a whole school approach to the teaching of writing embedded within units of work.</li> <li>Develop the capacity of teachers to identify literacy skills required English units, and plan lessons that build these.</li> <li>Embed, through instructional coaching, a whole school approach to reading using researched based practices.</li> <li>Implement targeted literacy rotations within Prep classes focusing on oral language and Age Appropriate Pedagogies.</li> <li>Develop the capacity of teachers to effectively use the C2C spelling resources within their programming.</li> <li>Implement Jolly Phonics and Jolly Grammar across all year levels.</li> </ul>	<p>Students reaching English Benchmark (Goal: 80%)</p> <table border="1"> <thead> <tr> <th></th> <th>Semester 1</th> <th>Semester 2</th> </tr> </thead> <tbody> <tr> <td><b>Prep</b></td> <td>72%</td> <td>84%</td> </tr> <tr> <td><b>One</b></td> <td>65%</td> <td>67%</td> </tr> <tr> <td><b>Two</b></td> <td>82%</td> <td>91%</td> </tr> <tr> <td><b>Three</b></td> <td>64%</td> <td>67%</td> </tr> <tr> <td><b>Four</b></td> <td>75%</td> <td>82%</td> </tr> <tr> <td><b>Five</b></td> <td>68%</td> <td>82%</td> </tr> <tr> <td><b>Six</b></td> <td>88%</td> <td>78%</td> </tr> <tr> <td><b>Whole</b></td> <td>73%</td> <td>79%</td> </tr> </tbody> </table>		Semester 1	Semester 2	<b>Prep</b>	72%	84%	<b>One</b>	65%	67%	<b>Two</b>	82%	91%	<b>Three</b>	64%	67%	<b>Four</b>	75%	82%	<b>Five</b>	68%	82%	<b>Six</b>	88%	78%	<b>Whole</b>	73%	79%
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<ul style="list-style-type: none"> <li>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.</li> <li>Embed support and processes targeted towards decreasing the severity and frequency of major behaviours by students.</li> </ul>	<p>Whole school attendance rate 88.9 (up from 87.8% in 2017)</p> <p>Decreasing number of major and minor behaviour incidents throughout the year (from 15.17 per day in 2017 to 9.7 incidents per day in 2018)</p> <p>Targeted teaching towards students performing</p>																											

2018 Explicit Improvement Agenda	Outcomes/Targets
<ul style="list-style-type: none"> <li>• Continue to refine the Positive Behaviour for Learning process based on whole school data collection.</li> <li>• Develop a whole school approach to effectively meet the needs of students who have English as an Additional Language or Dialect, including those identifying as Indigenous.</li> <li>• Implement a Consistent Approach to Student Support across the school focusing on Academics, Behaviour and Attendance.</li> <li>• Embed the whole school approach to providing academic support through the implementation of Individual Curriculum Plans.</li> <li>• Embed Case Management of Students (Parameter 6) through moderation, focusing on English achievement and Reading.</li> </ul>	<p>significantly above or below age level (Individual Curriculum Plan) increased from 15 students in 2017 to 28 students in 2018.</p>
<ul style="list-style-type: none"> <li>• Develop a culture of collaborative reflection, using researched based best practice to inform decisions at all levels.</li> <li>• Embed whole school data collection processes based on the principles of accuracy, relevance and transparency.</li> <li>• Continue to build the data literacy of all staff through collaborative experiences.</li> <li>• Embed the Developing Performance Framework for all staff.</li> <li>• Implement elements of the Parents and Community Engagement Framework, making informed decisions to promote active community engagement in the school.</li> <li>• Develop a whole school approach to promoting staff well being.</li> </ul>	<p>School Opinion Survey shows 100% of teachers feel confident in applying researched based strategies within the classroom.</p> <p>Whole School Data Plan enacted.</p> <p>Increase in accuracy and use of data in decision-making.</p> <p>100% of staff actively participated in the Annual Performance Development Plan by identifying and reflecting upon individualised goals.</p> <p>100% of parents who completed the School Opinion Survey believe the teachers expect their child to do their best.</p> <p>81.1% of staff feel that morale is good at the school (higher than the state average of 78.4%).</p>

## Future outlook

### 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.



Leading Quality Teaching and Learning at Morayfield State School

2019 Explicit Improvement Agenda	Outcomes/Targets
<p style="text-align: center;"><b>Targeted Teaching</b></p> <ul style="list-style-type: none"> <li>Continue to build the capacity of teachers to deconstruct English summative assessment tasks to inform planning.</li> <li>Implement a whole school approach to the teaching of writing embedded within units of work.</li> <li>Continue instructional coaching focussed on embedding the Morayfield State School Reading Pedagogy throughout the school.</li> <li>Embed targeted literacy rotations within Prep and Year One classes focusing on oral language and sight words.</li> <li><i>Develop and implement the Morayfield State School Spelling Program (including Jolly Phonics and Grammar) across all year levels.</i></li> <li><i>Implement a whole school approach to effective differentiation (English and Maths) for students with diverse backgrounds.</i></li> </ul>	<p>LOA - 90% of students achieving at or above benchmark in English.</p> <p>NAPLAN – 100% of Year 3 &amp; 5 Students at NMS for Reading and Writing</p> <p>Quick Test of Language – 90% of students at/above age average by the end of the year.</p> <p>NAPLAN – 100% of students at NMS for Spelling/ and Language Conventions</p> <p>SOS – 100% of parents, teachers and students believe student learning needs are met.</p>
<p style="text-align: center;"><b>Successful Students</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Continue with whole school processes targeted towards engaging Red and Orange Zone students in positive behaviour choices.</li> <li>Continue to refine the Positive Behaviour for Learning processes, focussed on increasing the number of students in the Green Zone.</li> <li>Embed the implementation of Individual Curriculum Plans for all students two years above or below current year level standard.</li> <li>Embed Case Management of Students (Parameter 6) through moderation, focusing on English achievement and Reading.</li> </ul>	<p>Whole School Attendance Rate at 92% 80% of students in Green Zone.</p> <p>SOS – 100% of staff, teachers and parents feel behaviour is managed effectively.</p> <p>100% of students achieving semesterly ICP goals.</p> <p>100% of case managed students show an increase in achievement across year.</p>
<p style="text-align: center;"><b>Productive Partnerships</b></p> <ul style="list-style-type: none"> <li>Continue to develop a culture of collaborative reflection, using researched based best practice to inform decisions at all levels.</li> <li>Develop Playgroup and the Early Years Alliance, implementing strategies designed to increase community engagement.</li> <li>Continue to embed the use of data by all staff through collaborative experiences.</li> <li>Embed the Developing Performance Framework for all staff.</li> <li>Implement elements of the Parents and Community Engagement Framework to promote active community engagement.</li> <li>Develop and Implement a whole school approach to promoting staff and student wellbeing using the Wheel of Wellbeing as a framework.</li> </ul>	<p>SOS – 100% of staff feel confident they can complete their duties.</p> <p>20 families participate in Playgroup and EYCs participate in school events.</p> <p>100% of teaching staff engage in data conversations every term.</p> <p>100% of staff complete an APDP, and reflect on outcomes.</p> <p>SOS – 100% of parents think Morayfield State School is a good school.</p> <p>SOS - 100% of staff say morale is good at Morayfield State School.</p>

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2018	2018
Total	585	554	546
Girls	290	257	259
Boys	295	297	287
Indigenous	107	112	120
Enrolment continuity (Feb. – Nov.)	87%	87%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [Pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Morayfield State School services a culturally diverse community that comprises 20% Indigenous students, Pan Pacific students (7%) and students with English as an Additional Language/Dialect (17%) and verified disabilities (18%). 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 2018 approximately 95% of Year 6 students proudly attended State High Schools within the local district.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2018	2018
Prep – Year 3	24	23	24
Year 4 – Year 6	25	24	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

In 2018 Morayfield's Prep to Year 6 teachers implemented all of the National Curriculum Learning Areas, working collaboratively with year level colleagues, the Head of Curriculum and Pedagogy Coach.

During 2018 Morayfield State School worked towards embedding Explicit Instruction practices based on the work of Sharratt and Fullan and Anita Archer. Four high yield strategies form the basis of the Pedagogical Framework.

- Precise Content – Teachers know exactly what students need to learn and do in order to be successful in the task.
- Individualised Strategies – Teachers know how students are currently performing, and plan targeted strategies to support students improve their level of achievement..
- Explicit Instruction – Teachers implement scaffolded learning experiences that transfer the cognitive load, allowing for more success and reflection.
- Continuous Tracking – Teachers monitor how students are performing and the effectiveness of their teaching strategies and use this data to inform practices.

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.

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:

- Oral language programs
- Excursions and "on-site" activities
- Leadership Program in partnership with schools in the area
- Extension days 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 and Easter Bonnet Parade
- Year 6 School Camp
- Gala Sport Days
- Instrumental Music Programs
- School Choir
- Chaplaincy Programs
- Boys club
- Homework club
- Guardians of the Garden- Garden Club
- NAIDOC day of Celebration
- Auslan sign language club
- Drum Beat

### How information and communication technologies are used to assist learning

During 2018 we continued to ensure that the school was resourced with equipment and infrastructure which would provide our students with increased exposure to digital technologies to prepare them for their use in the future. Through embedding the National Curriculum through Curriculum through to the Classroom, students are taught skills which will 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.

All computers are connected to the internet and the EQ Network to support student learning. In addition, the school also has one computer laboratory with 25 computers and an integrated computer laboratory within the library with 20



computers. Classes access these labs on a weekly basis, to allow teachers to deliver explicit ICT lessons as part of the curriculum programs. iPads are available for Students with Disabilities with specific apps to enable access and engagement in learning for their specific needs. 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
- 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

## 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 3 days per week to provide pastoral care and supportive strategies to enhance the social and emotional wellbeing of our children. 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 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 2018, the P&C continued to plan for and implement fundraising activities.

**Positive Behaviour for Learning (PBL)** provides clear and consistent school discipline practices essential to any high performing education system. Recommendations from School Improvement Review 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 have been implemented. Positive behaviour is embedded through the expectations of being Respectful, Responsible and Safe. Expectations of behaviour for the whole school environment are chosen foci based on regular analysis of the school Behaviour Data. These expectations and PBL focus are introduced to the school community at the Weekly Assembly and are followed up in classroom lessons.

Additionally staff were supported and upskilled in their understanding and knowledge of how to respond in relation to mental health issues for all members of our school community.

Professional Development was conducted for:

- Staff Wellbeing
- Mental Health
- Trauma
- Suicide Prevention
- Crisis response Plan
- Suicide Response Plan

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	91%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this is a good school (S2035)	85%	87%	74%
• their child likes being at this school* (S2001)	94%	87%	91%
• their child feels safe at this school* (S2002)	91%	78%	91%
• their child's learning needs are being met at this school* (S2003)	89%	95%	96%
• their child is making good progress at this school* (S2004)	86%	87%	86%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	91%	96%
• teachers at this school motivate their child to learn* (S2007)	92%	96%	95%
• teachers at this school treat students fairly* (S2008)	80%	78%	91%
• they can talk to their child's teachers about their concerns* (S2009)	92%	95%	96%
• this school works with them to support their child's learning* (S2010)	92%	96%	87%
• this school takes parents' opinions seriously* (S2011)	77%	82%	78%
• student behaviour is well managed at this school* (S2012)	69%	74%	74%
• this school looks for ways to improve* (S2013)	91%	83%	91%
• this school is well maintained* (S2014)	89%	83%	91%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	88%	93%
• they like being at their school* (S2036)	92%	86%	86%
• they feel safe at their school* (S2037)	82%	74%	80%
• their teachers motivate them to learn* (S2038)	97%	95%	96%
• their teachers expect them to do their best* (S2039)	98%	98%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	93%	93%
• teachers treat students fairly at their school* (S2041)	83%	82%	87%
• they can talk to their teachers about their concerns* (S2042)	84%	86%	85%
• their school takes students' opinions seriously* (S2043)	82%	79%	86%
• student behaviour is well managed at their school* (S2044)	65%	68%	80%
• their school looks for ways to improve* (S2045)	96%	93%	97%
• their school is well maintained* (S2046)	86%	82%	90%
• their school gives them opportunities to do interesting things* (S2047)	94%	88%	90%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	93%	98%
• they feel that their school is a safe place in which to work (S2070)	84%	93%	94%
• they receive useful feedback about their work at their school (S2071)	86%	85%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	97%	96%
• students are encouraged to do their best at their school (S2072)	95%	98%	100%
• students are treated fairly at their school (S2073)	84%	93%	96%
• student behaviour is well managed at their school (S2074)	64%	93%	96%
• staff are well supported at their school (S2075)	77%	87%	86%
• their school takes staff opinions seriously (S2076)	85%	78%	92%
• their school looks for ways to improve (S2077)	98%	96%	98%
• their school is well maintained (S2078)	93%	96%	98%
• their school gives them opportunities to do interesting things (S2079)	93%	84%	84%

\* 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 with opportunities existing 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.

In 2018, Act for Kids 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.

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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	226	159	96
Long suspensions – 11 to 20 days	7	1	0
Exclusions	1	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

During 2018 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	185,573	195,523	188,452
Water (kL)			12,836

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	42	34	<5
Full-time equivalents	41	24	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	5
Graduate Diploma etc.*	4
Bachelor degree	34
Diploma	0
Certificate	0

\*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 2018 were \$108 648.

The major professional development initiatives are as follows:

- Coaching of Reading and the Explicit Instruction Pedagogy with every teacher receiving more than 50 hours of coaching
- Beginning Teacher / Mentor Programs
- DET Mandatory Induction
- DET Mandatory training
- Non-violent Crisis Intervention
- Age Appropriate Pedagogies
- Faces on the Data

- Aussie Identities
- Wellbeing & Suicide
- Anita Archer – Explicit Instruction
- First Aid Training
- Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 98% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	89%	89%
Attendance rate for Indigenous** students at this school	82%	85%	86%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	89%	90%	91%
Year 1	88%	89%	87%
Year 2	90%	91%	89%
Year 3	89%	91%	90%
Year 4	87%	89%	91%
Year 5	87%	86%	89%
Year 6	88%	89%	88%

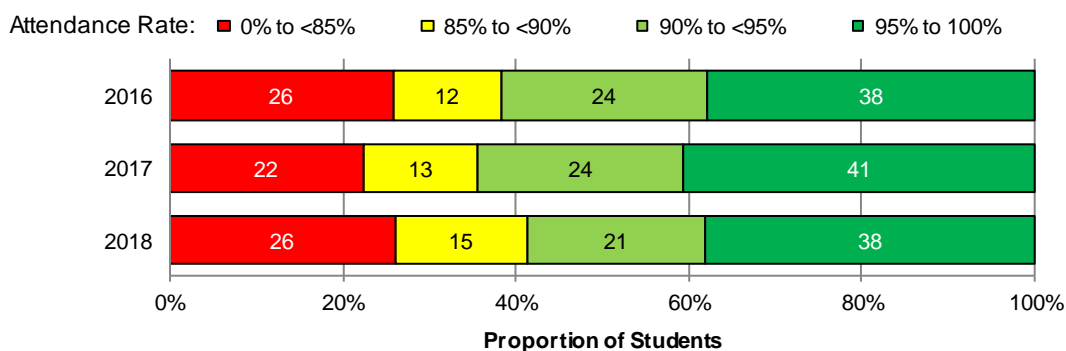
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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 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. Parent meetings are conducted to explain 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. Our Community Engagement Counsellor and Guidance Officer are integral to working with parents and students in an effort to improve school attendance.

Morayfield is 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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5			
6-10			
11-15			
16-20			
21-25			

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I			
Certificate II			
Certificate III or above			

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).