



Moura State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Moura State School is part of a dynamic community which has long supported education as we commit to helping our children 'Strive for Great Things'. Moura SS is an inclusive school that provides students with access to a broad range of quality learning opportunities. Our school aims to work in partnerships with parents and the broader community to provide a well rounded education for all children. Our core values of Courtesy, Learning, Responsibility, and Safety identify the goals we have set for our students. We believe in active learning and teaching for all. Our well resourced and staffed Special Education Program enables children with special needs to be 'On the Same Page' as other learners. We promote the use of ICT and have a very well resourced Multi Media Centre. Each classroom has its own interactive whiteboard to promote and support a wide range of learning experiences for our students. Moura SS has a range of technology available for use by the students including robotics and audio visual equipment. We emphasise the value of literacy and numeracy for lifelong learners and employ a range of teachers with specialty in these areas. A range of programs designed to extend and support student needs are implemented in the school eg Public Speaking, Eisteddfod work. The school has also targeted funds to the support of language uptake, literacy and numeracy. Moura SS uses the Spell2Write2Read program, designed by an Occupational Therapist to promote the development of reading. We actively promote participation in sport, camps, the arts and RREAP funded projects to enhance students' access to learning in a rural/regional context.

Principal's Foreword

Introduction

This document is an annual report designed to outline Moura State School's priorities, successes, performances and achievements and provide an accurate understanding regarding all aspects of the school over the past year through feedback provided by students, parents and staff. This document is updated on an annual basis and is used to directly inform the school's Quadrennial Planning processes. A hard copy of this report will be available in the front administration office at the school and on request.

School Progress towards its goals in 2017

Improvement Agenda	Actions	Progress
Embedded school-wide systematic curriculum delivery	<ul style="list-style-type: none">Implementation of Version 8 of the Australian Curriculum for English and MathsSupport consistency of teacher judgement and accurate reporting against achievement standards through	<ul style="list-style-type: none">Version 8 of the Australian Curriculum for English, Maths and Science was fully implemented. Move to implementation of Version 8 of the Australian Curriculum for other learning areas in 2018.All teachers released at the end of each

	<p>moderation.</p> <ul style="list-style-type: none"> • Planning and curriculum meetings – held . • Analyse student data regularly to monitor progress, guide teaching practices and prompt early intervention for all students. • Investigate Naplan online requirements for implementation. • Review and develop a deep understanding of the P-12 Curriculum, Assessment and Reporting Framework. 	<p>term for planning meetings. Curriculum and planning meetings held at other times each term.</p> <ul style="list-style-type: none"> • Regional office Curriculum support person worked with staff each term on planning • Moderation at a school level was undertaken in Week 7 each term. Cluster moderation held in Week 10 each term. • Naplan online not investigated. • Development of an understanding of the P-12 Curriculum, Assessment and Reporting Framework is ongoing.
High quality teaching practices which enable the development of professional practice and professional engagement	<ul style="list-style-type: none"> • Support career and capability development using the Annual Performance Review process. • Use peer observation, feedback and differentiated coaching to improve teaching practices. • Embed numeracy practices of problem-solving and open-ended investigations into the teaching of Mathematics. • Embed Reading and Writing processes school-wide. • 100% of staff have an Annual Performance Development Plan in Term 1 and actively reviewed two times in the year. 	<ul style="list-style-type: none"> • A 100% teachers and teacher-aides completed an Annual Performance Development Plan and had it reviewed throughout the year. • Learning Walks and coaching/mentoring plan implemented. • Master Teacher worked with teachers on Maths planning, modelling of lessons, coaching. A resource bank of problems and open-ended investigations matching to Australian Curriculum and NAPLAN tasks was developed. • Aides upskilled in data entry. • Writing Hour continued for Years 2-6. • Early Start was implemented and action plans developed accordingly.

Future Outlook

1. Embedded school-wide systematic curriculum delivery
 - Implement Version 8 of the Australian Curriculum for HASS and Technology.
 - Support consistency of teacher judgement and accurate reporting against achievement standards through moderation.
 - Structures and processes across the school are in place to ensure that teachers can effectively and regularly participate in planning and curriculum meetings.
 - Analyse student data regularly to monitor progress, guide teaching practices and prompt early intervention for all students.

TARGETS:

- At least 90% of students achieving C or better in English, Maths and Science.
 - Naplan U2B targets as per Moura State School Targets 2017 document.
 - Relative gain in Maths, Reading and Writing for Years 2-6 similar to, or exceeding, that of the Nation.
 - 100% of teachers observed using the school-wide Higher Order Thinking Framework in their classrooms.
2. High quality teaching practices which enable the development of professional practice and professional engagement
 - Support career and capability development using the Annual Performance Review process.
 - Use peer observation, feedback and differentiated coaching to improve teaching practices.
 - Embed numeracy practices of problem-solving and open-ended investigations into the teaching of Mathematics.
 - Embed Reading and Writing processes school-wide.

TARGETS:

- 100% of teachers and teacher-aides engaged in professional development aligned to their Annual Performance Development Plan.
- 85% of students attending school at least 90% of the time.
- Less than 10% of students attending school less than 85% of the time.
- At least 70% of students achieve their Platinum Certificate or equivalent.
- At least 90% of students achieving C or better in English, Maths and Science.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	274	115	159	18	89%
2016	249	109	140	20	96%
2017	249	107	142	18	91%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Moura SS draws its student population from a number of areas. Predominantly, the community is centred on mining and associated industries. Other significant contributors to the school population include farming and grazing families with a number of students travelling over 50km a day each way to attend our school. The indigenous population accounts for 8% of total numbers, and SWD students 4% of the student population.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	22	25
Year 4 – Year 6	27	25	26

Curriculum Delivery

Our Approach to Curriculum Delivery

In addition to the teaching and learning of English, Mathematics, Science, Geography, History, HPE, The Arts, Technology the following activities were offered: Oral language programs – Prep and Year 1, Uninterrupted literacy/numeracy blocks, Focused Reading Programs, Write2Spell2Read, Cross campus middle schooling transition, Premiers Reading Challenge, Hop into Reading, Book Week, Spellathon, NAIDOC Week, Dawson Valley Sports Affiliation, Callide Dawson Speaking Competition, Readers' Cup Challenge, Student Leadership Program, active representation across the school, including Cross Country, Swimming and Athletics Carnivals, Camping and Excursion Program, Community activities including: Eisteddfod, Instrumental Music.

Teachers worked closely with the HOC, Master Teacher and Regional Curriculum support person to plan units of work and assessment tasks for each term. Reporting occurred at the end of each semester, and formal interview periods were offered at the end of Terms 1 and 3.

Co-curricular Activities

The Arts (band, instrumental music), sports training after hours and at lunch times, discos and social events, participation in Moura Coal and Country Festival activities, Year 5 and 6 camps, ANZAC Day service (school), participation in town ANZAC Day March, Robotics program.

How Information and Communication Technologies are used to Assist Learning

ICTs are an important resource to the way students learn at Moura SS. Access to Interactive Whiteboard technology in every classroom has continued to significantly increase the students' access to and use of Information Technology. Presentation of students' learning using PowerPoint and PhotoStory, the use of the internet for research and videoing and uploading work utilises the technologies. A dedicated multi-media centre with 30 computers also has an Interactive Whiteboard and there is a room attached to the library where laptops and online learning are utilised. iPads are also used across the school.

Social Climate

Overview

Moura SS is fortunate to have a very supportive school community. Parents, students and staff actively work together to maximise the learning opportunities for students.

Some activities which complement and value add to our supportive school environment include: An active P&C that continued the organisation of social and other events to allow parents to celebrate the school together. Consistent school wide focus on proactive Behaviour management, including social skilling programs. Consolidation of the 4 B's - Be Learning, Be Safe, Be Courteous and Be Responsible as the translation of the school code. A bullying strategy has been implemented where students are taught to Respond, Report, Repeat, and Refer. Celebration of student, staff and parent achievement through Student of the Week awards, birthdays, Bronze, Silver, Gold and Platinum Behaviour Awards on parade, in the newsletter and on the website. Continuing to positively promote the school through the media. Ongoing photographic displays in Administration foyer and other venues within the community. Student/parent access to Guidance Officer. Employment of a Chaplain for two days per week. Development of professional capacity around provision of therapies - Speech and Occupational through partnerships with DET and private Therapists and the Community Resource Centre in Biloela.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	94%	100%
this is a good school (S2035)	94%	89%	97%
their child likes being at this school* (S2001)	94%	94%	94%
their child feels safe at this school* (S2002)	94%	97%	97%
their child's learning needs are being met at this school* (S2003)	88%	91%	97%
their child is making good progress at this school* (S2004)	94%	94%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	86%	97%
teachers at this school motivate their child to learn* (S2007)	94%	91%	100%
teachers at this school treat students fairly* (S2008)	88%	86%	94%
they can talk to their child's teachers about their concerns* (S2009)	94%	91%	97%
this school works with them to support their child's learning* (S2010)	88%	91%	97%
this school takes parents' opinions seriously* (S2011)	76%	86%	94%
student behaviour is well managed at this school* (S2012)	88%	80%	94%
this school looks for ways to improve* (S2013)	94%	91%	97%
this school is well maintained* (S2014)	88%	88%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	97%	99%
they like being at their school* (S2036)	95%	97%	93%
they feel safe at their school* (S2037)	97%	91%	93%
their teachers motivate them to learn* (S2038)	97%	94%	97%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	98%
teachers treat students fairly at their school* (S2041)	96%	81%	87%
they can talk to their teachers about their concerns* (S2042)	95%	90%	91%
their school takes students' opinions seriously* (S2043)	91%	89%	94%
student behaviour is well managed at their school* (S2044)	88%	94%	88%
their school looks for ways to improve* (S2045)	95%	95%	99%
their school is well maintained* (S2046)	94%	97%	97%
their school gives them opportunities to do interesting things* (S2047)	94%	94%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	95%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	83%	95%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	92%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	89%	100%	95%
staff are well supported at their school (S2075)	94%	95%	100%
their school takes staff opinions seriously (S2076)	94%	95%	100%
their school looks for ways to improve (S2077)	89%	100%	100%
their school is well maintained (S2078)	89%	95%	95%
their school gives them opportunities to do interesting things (S2079)	94%	100%	100%

* 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

Staff at Moura SS promote and encourage parental involvement in our school. Parents are invited and included in: P&C, tuckshop, catering for sports days, recognition and celebration of NAIDOC Day, weekly Parades, parent/ teacher interviews, class meetings, classroom volunteers for reading groups, library, cooking or other class activities, excursion supervision, ceremonies and celebrations including Year 6 induction, Year 6 Graduation, volunteer morning teas and ANZAC Day Commemoration. The school's involvement in the local community comes through excursions to local places of interest, participation in the community ANZAC Day parade and service, annual Coal and Country Festival, visits to Moura State High School and Moura Kindergarten.

Parents are kept informed of general school happenings through comprehensive weekly newsletters, term class newsletters, notes, Q Schools app, website, information flyers, P&C meetings. Teachers work with relevant parents to discuss and decide on the curriculum and adjustments to be made for students with diverse needs. ICPs are reviewed with parents at the end of each semester.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. The Chaplain promotes healthy relationships to all students. The Guidance Officer provides intensive support for some students. Whole school staff promote and encourage healthy relationships and protective behaviours daily.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	8	9	1
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The main contributor to the Moura SS carbon footprint is electricity, the use of which is related closely to climatic conditions and aging units. Air conditioners are set at 25 degrees. Staff members are encouraged to turn off lights, fans and air conditioners when they leave classrooms, especially at the end of the day. An across campus air-conditioning upgrade began late in the year. Plumbing issues are addressed immediately.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	181,619	
2015-2016	43,407	861
2016-2017	55,662	

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	19	17	<5
Full-time Equivalent	17	10	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	17
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$10 058.

The major professional development initiatives are as follows:

- Moderation and Planning days
- First Aid
- Code of Conduct & Ethical Decision Making and Student Protection Training
- Asbestos Awareness and Workplace, Health and Safety/ Wellness training
- Collegial visits, peer coaching and feedback
- Action planning for reading
- Problem solving in Mathematics
- Robotics
- Collins Writing Program
- Mentoring beginning teachers

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 83% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	93%	85%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

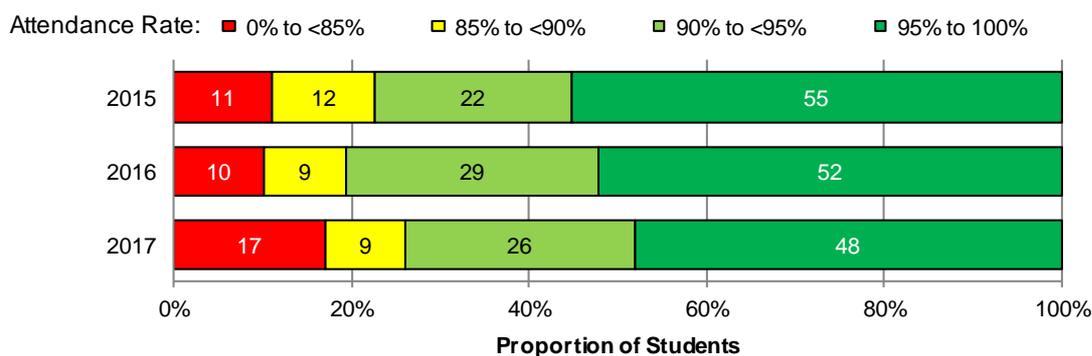
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	92%	94%	93%	94%	96%	94%						
2016	92%	92%	94%	93%	94%	93%	97%						
2017	94%	93%	91%	93%	91%	93%	91%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

Rolls are marked twice a day, in the morning and after second break. Reports of absent students are sent to the office for immediate follow up each morning by 9:30 am. For unexplained absences in Semester One, phone calls were made to the home. Same day SMS messages were implemented in Semester Two for unexplained absences. For continued absences the Department's formal letters are sent home and case management processes put in place involving guidance officer, principal and family. Funding has been directed to the employment of a teacher aide to develop supportive partnerships for members of the school community who require assistance with getting children to school.

Overall attendance is reported to the school community each five weeks via school Parades and the newsletter. Students with 100% attendance for each semester receive a congratulations letter from the Principal. Individual classes celebrate weekly/daily 100% in various ways.

NAPLAN

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

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

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.