



Moura 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

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.

## School progress towards its goals in 2018

### 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.
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### 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.

Improvement Agenda	Actions	Progress
Embedded school-wide systematic curriculum delivery	<ul style="list-style-type: none"> <li>• Implement Version 8 of the Australian Curriculum for HASS and Technology.</li> <li>• Support consistency of teacher judgement and accurate reporting against achievement standards through moderation.</li> <li>• Structures and processes across the school are in place to ensure that teachers can effectively and regularly participate in planning and curriculum meetings.</li> <li>• Analyse student data regularly to monitor progress, guide teaching practices and prompt early intervention for all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Version 8 of the Australian Curriculum for HASS was fully implemented while all classes used elements of the Technology curriculum. Move to full implementation of Version 8 of the Australian Curriculum for all learning areas in 2019.</li> <li>• All teachers released at the end of each term for planning meetings. Curriculum and planning meetings held at other times each term.</li> <li>• Regional office Curriculum support person worked with staff each term on planning</li> <li>• Moderation at a school level was undertaken in Week 7 each term. Cluster moderation held in Week 10 each term.</li> </ul>
High quality teaching practices which enable the development of professional practice and	<ul style="list-style-type: none"> <li>• Support career and capability development using the Annual Performance Review process.</li> <li>• Use peer observation, feedback and differentiated coaching to improve teaching practices.</li> </ul>	<ul style="list-style-type: none"> <li>• A 100% teachers and teacher-aides completed an Annual Performance Development Plan and had it reviewed throughout the year.</li> <li>• Walkthroughs and coaching/mentoring plan implemented.</li> </ul>

professional engagement	<ul style="list-style-type: none"> <li>• Embed numeracy practices of problem-solving and open-ended investigations into the teaching of Mathematics.</li> <li>• Embed Reading and Writing processes school-wide.</li> </ul>	<ul style="list-style-type: none"> <li>• Master Teacher worked with teachers on planning, modelling of lessons, coaching.</li> <li>• Aides upskilled in data entry.</li> <li>• Writing Hour continued for Years 2-6.</li> <li>• Early Start was implemented and action plans developed accordingly.</li> </ul>
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## Future outlook

1. Embedded school-wide systematic curriculum delivery
  - Implement Australian Curriculum V8 for all subjects.
  - Support consistency of teacher judgement and accurate reporting against achievement standards through moderation.
  - 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.
- Relative gain in Maths, Reading and Writing for Years 2-6 similar to, or exceeding, that of the Nation.
- 100% of teachers observed with Learning Walls in classrooms for English, Maths and Science.
- At least 90% of students and 95% of parents believe they are getting a good education at this school.
- At least 95% of students indicate their teacher encourages me to do my best.

2. High quality teaching practices which enable the development of professional practice and professional engagement
  - Support development of teacher capability.
  - Embed school-wide numeracy, reading and writing processes.

### TARGETS:

- 100% of teachers and teacher-aides engaged in professional learning 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 90% of students achieving C or better in English, Maths and Science.
- At least 90% of staff say they have access to quality professional development.

## 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>	Early Childhood - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	249	249	242
Girls	109	107	106
Boys	140	142	136
Indigenous	20	18	26
Enrolment continuity (Feb. – Nov.)	96%	91%	89%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	25	25
Year 4 – Year 6	25	26	27

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 addition to the teaching and learning of English, Mathematics, Science, HASS, HPE, The Arts, Technology, Languages 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, 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. Each class having a Buddy Class that would complete activities together every Friday. 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. The school participates in Day for Daniel and National Day for Action against Bullying and Violence.

### 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%	100%	98%
• this is a good school (S2035)	89%	97%	95%
• their child likes being at this school* (S2001)	94%	94%	93%
• their child feels safe at this school* (S2002)	97%	97%	95%
• their child's learning needs are being met at this school* (S2003)	91%	97%	93%
• their child is making good progress at this school* (S2004)	94%	97%	90%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	97%	88%
• teachers at this school motivate their child to learn* (S2007)	91%	100%	90%
• teachers at this school treat students fairly* (S2008)	86%	94%	85%
• they can talk to their child's teachers about their concerns* (S2009)	91%	97%	90%
• this school works with them to support their child's learning* (S2010)	91%	97%	90%
• this school takes parents' opinions seriously* (S2011)	86%	94%	83%
• student behaviour is well managed at this school* (S2012)	80%	94%	80%
• this school looks for ways to improve* (S2013)	91%	97%	88%
• this school is well maintained* (S2014)	88%	93%	98%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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\* 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%	99%	87%
• they like being at their school* (S2036)	97%	93%	95%
• they feel safe at their school* (S2037)	91%	93%	91%
• their teachers motivate them to learn* (S2038)	94%	97%	95%
• their teachers expect them to do their best* (S2039)	97%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	95%
• teachers treat students fairly at their school* (S2041)	81%	87%	86%
• they can talk to their teachers about their concerns* (S2042)	90%	91%	86%
• their school takes students' opinions seriously* (S2043)	89%	94%	86%
• student behaviour is well managed at their school* (S2044)	94%	88%	81%
• their school looks for ways to improve* (S2045)	95%	99%	94%
• their school is well maintained* (S2046)	97%	97%	94%
• their school gives them opportunities to do interesting things* (S2047)	94%	97%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	100%	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)	95%	100%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	88%	83%
• 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)	100%	95%	83%
• staff are well supported at their school (S2075)	95%	100%	83%
• their school takes staff opinions seriously (S2076)	95%	100%	89%
• their school looks for ways to improve (S2077)	100%	100%	89%
• their school is well maintained (S2078)	95%	95%	93%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	93%

Percentage of school staff who agree# that:	2016	2017	2018
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\* 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 certificates 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 education 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

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	9	1	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
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

The main contributor to the Moura SS carbon footprint is electricity, the use of which is related closely to climatic conditions. An across campus air-conditioning upgrade was completed earlier in the year. 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. Plumbing issues are addressed immediately.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	43,407	55,662	149,308
Water (kL)	861		

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.

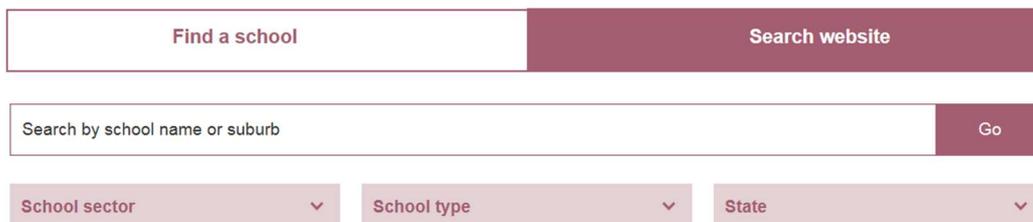
## School funding

### 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](http://www.myschool.edu.au) website at.

#### **How to access our income details**

1. Click on the *My School* link [http://www.myschool.edu.au/](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 '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	21	21	<5
Full-time equivalents	18	12	<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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	2	
Graduate Diploma etc.*		
Bachelor degree	19	
Diploma		
Certificate	21	

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$10670.27

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
- Robotics
- Collins Writing Program
- Mentoring beginning teachers
- Mentoring

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.	98%	98%	99%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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	94%	92%	93%
Attendance rate for Indigenous** students at this school	93%	85%	93%

\* 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

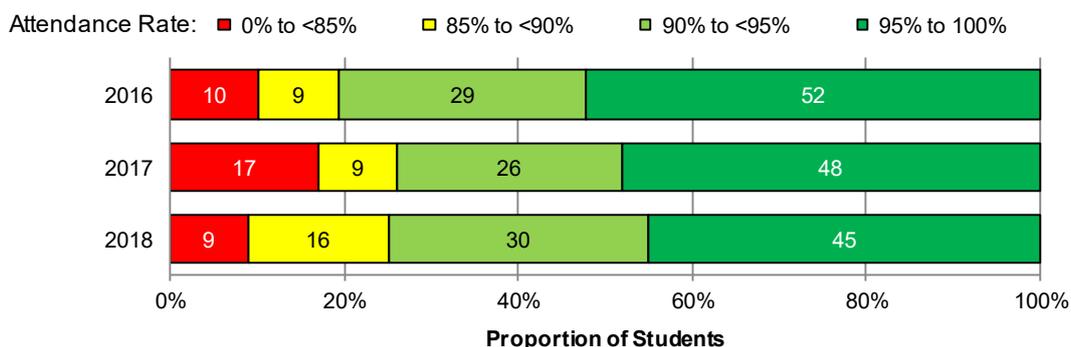
Year level	2016	2017	2018
Prep	92%	94%	94%
Year 1	92%	93%	90%
Year 2	94%	91%	94%
Year 3	93%	93%	96%
Year 4	94%	91%	92%
Year 5	93%	93%	94%
Year 6	97%	91%	92%

#### 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.

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. Same day SMS messages were implemented 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 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.

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 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

#### 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.