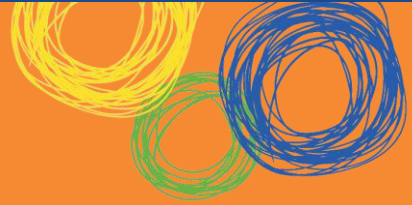


Moura State School (0932)

Queensland State School Reporting

2012 School Annual Report



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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 2012

Learning and Teaching: Significant progress has been made in the development of a maths problem solving program. Teachers are implementing Curriculum into the Classroom (C2C) units developed by Education Queensland, with curriculum mapping occurring to ensure coverage. Moura SS has developed clear benchmarks for student achievement in literacy and numeracy. Parents are informed through class meetings and parent/teacher interviews. These benchmarks are to be reviewed as student outcome improvement indicates the need. Project 600, for year 5 students has continued in 2012. Internal moderation of student work occurs on a regular basis. 10% of our student population has been registered on AIMS for Special Needs.

School and Relationships: At Moura SS we have worked consistently on maintaining open communication with parents and stakeholders. We have continued our cluster relationships, particularly with Moura SHS and Theodore SS P-10 to enhance delivery of service. A key in the development of the school has been the promotion of school community partnerships and achieve a supportive school environment. The results can continue to be seen in the improvements in our School Opinion Survey.

Workforce and Resources: Provision of interactive whiteboards has been extended to all classes. The Poppy Hayden Hall that was completed in 2011 is now fully utilised for sport, parades, productions and meetings. Strategic use of the workforce model allows Moura SS to continue to provide differentiated learning to a wide range of students including the provision of a Learning Extension Academic Program (LEAP).

Future outlook

In 2013 our priorities will be:

- Australian Curriculum implementation
- Implement whole school pedagogical practices
- Using data to inform teaching practice
- Develop instructional leadership with a focus on workforce performance
- Develop productive partnerships with students, staff, parents, and the community
- Improve school performance
- Plan to transition Year 7 to high school

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	256	128	128	86%
2011	280	133	147	94%
2012	317	146	171	89%

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

Characteristics of the student body:

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 10% of total numbers.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	25	24	24
Year 4 – Year 7	25	26	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	5	<5	<5
Long Suspensions - 6 to 20 days	0	0	<5
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

OLEY and PMAP- Prep, Uninterrupted literacy/numeracy blocks, Focused Reading Programs, Write2Spell, Cross campus middle schooling transition, Premiers Reading Challenge, Hop into Reading, MS Read-a-thon, Book Week, Spelling Bee, Robotics, NAIDOC Week, Dawson Valley Sports Affiliation, Callide Dawson Speaking Competition, Student Leadership Program, Active representation across the school, including Cross Country, Swimming and Athletics Carnivals, Camping and Excursion Program, Community activities including: Eisteddfod; Maths Olympiad; Instrumental Music; Photography Club exhibitions; Optiminds; Maryborough Technology Challenge.

Extra curricula activities

The Arts (choir, band, instrumental music), sports training after hours, discos and social events, participation in Moura Coal and Country Festival activities, Leadership program-year 6/7 camp, ANZAC Day service (school), participation in town ANZAC Day March, Photo Club, Homework Club, Maryborough Human Powered Vehicle Challenge

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 significantly increased the students' access to and use of Information Technology. Presentation of students' learning-PowerPoint, 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 robotics are utilised. The Special Education Program has 12 iPads for student use.

Social climate

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. Parent satisfaction reached over 90% this year.

Some activities which complement and value add to our supportive school environment include: An active P&C and continued 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. The students are taught to Respond, Report, Repeat the Report and Refer. Celebration of student, staff and parent achievement awards 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. Development of professional capacity around provision of therapies-Speech and Occupational through partnerships with private Therapists and the Community Resource Centre in Biloela.

Parent, student and staff satisfaction with the school

Results from 2012 indicate most areas are above 90%.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	90.3%
this is a good school	93.5%
their child likes being at this school*	96.8%
their child feels safe at this school*	96.8%
their child's learning needs are being met at this school*	96.8%

Our school at a glance

their child is making good progress at this school*	96.8%
teachers at this school expect their child to do his or her best*	96.7%
teachers at this school provide their child with useful feedback about his or her school work*	90.3%
teachers at this school motivate their child to learn*	90.3%
teachers at this school treat students fairly*	93.3%
they can talk to their child's teachers about their concerns*	93.5%
this school works with them to support their child's learning*	90.3%
this school takes parents' opinions seriously*	83.3%
student behaviour is well managed at this school*	87.1%
this school looks for ways to improve*	93.3%
this school is well maintained*	96.8%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	98.3%
they like being at their school*	86.4%
they feel safe at their school*	93.2%
their teachers motivate them to learn*	93.2%
their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	98.3%
teachers treat students fairly at their school*	91.5%
they can talk to their teachers about their concerns*	86.2%
their school takes students' opinions seriously*	88.1%
student behaviour is well managed at their school*	83.1%
their school looks for ways to improve*	98.3%
their school is well maintained*	89.5%
their school gives them opportunities to do interesting things*	96.6%

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	90.9%
with the individual staff morale items	95.7%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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, parent/ teacher interviews, class meetings, publication and colour coding of assessment pieces to raise parent access and understanding, classroom volunteers for reading/maths groups, library, art and craft, religion, cooking, sports coaching, excursion and camp supervision, ceremonies and celebrations including Year 7 induction, Year 7 Graduation, Australia's Biggest Morning Tea, volunteer morning teas and ANZAC Day Commemoration.

Parents are kept informed through comprehensive weekly newsletters, notes, updated and current website, curriculum issues and information flyers.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The main contributors to Moura SS' carbon footprint are inputs such as electricity, the use of which is related closely to climatic conditions. Air conditioners are set at 25 degrees. A strong wet season impacted positively on water usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	158,000	12,236
2010-2011	158,446	3,656
2011-2012	175,478	777

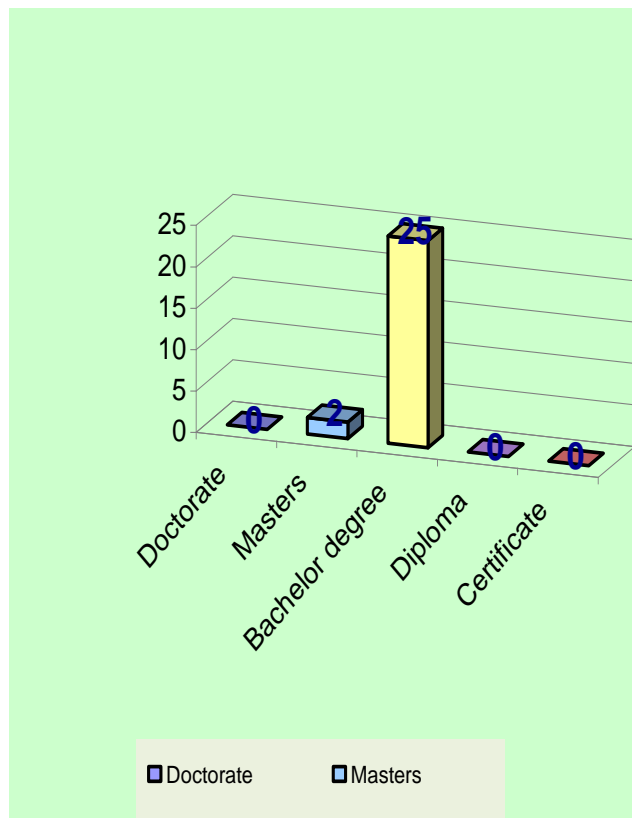
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	27	20	<5
Full-time equivalents	24.7	10.6	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	25
Diploma	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$12 996.

The major professional development initiatives are as follows:

Explicit Instruction, Write2Spell, HPE, ACARA (Australian Curriculum), QELI GROWTH coaching, ICTs

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96%	97.1%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80.6% of staff was retained by the school for the entire 2012 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 web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

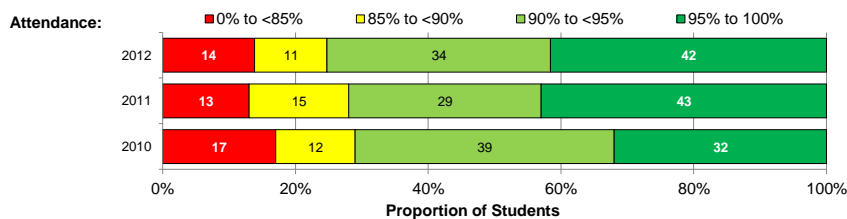
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	89%	91%	91%	93%	95%	94%	91%	N/A	N/A	N/A	N/A	N/A
2011	93%	93%	90%	90%	94%	92%	92%	N/A	N/A	N/A	N/A	N/A
2012	93%	92%	92%	91%	91%	94%	93%	N/A	N/A	N/A	N/A	N/A

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 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.

Roles 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, phone calls are made to the home. For continued absences the Department's formal letters are sent home. At times, home visits have been undertaken by the Principal and a second staff member. 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.

Performance of our students

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 Strategy is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students for Queensland State Schools. The strategy sets three state-wide targets for Queensland State Schools-halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013. Over the four years, Moura SS has had fewer than 5 students in Year 3, therefore comments cannot be made on NAPLAN performance. Indigenous perspectives are taught in all year levels and across all learning areas.

10 % of Moura SS' student population is indigenous. Funding has been targeted to provide programs to increase students' achievement in literacy and to provide extension learning opportunities for students.

Moura SS is supported in its attempts to address the widening attendance gap with and indigenous AO2 who liaises closely with local families and other support groups to encourage attendance. The gap in attendance for Semester 1, 2012 was 4.8%. Overall indigenous connection with the school and attendance is strong due to the nature of the families and the close connection they have to the local area and to employment at the mine. Celebration of NAIDOC Day with a full cultural expo increases inclusion.