

Moura State School

Queensland State School Reporting

2014 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 2014

School Curriculum

- Geography as a subject was implemented.
- C2C units were adapted to meet student needs.

School and Community

- A comprehensive Year 7 transition to high school was implemented.

Teaching Practice

- Moderation occurred each term for writing and Maths.
- Explicit instruction was further mastered by teachers.
- Differentiation of student learning through Individual Curriculum Plans, lessons, warm ups will continue in 2015.
- Improvement Plan focused on writing, especially persuasive and narrative writing.
- A start was made with the collection and benchmarking of Mathematics basic fact data.

Principal Leadership and School Capability

- Developing performance plans were developed by the principal and all teachers.
- Collegial coaching was a key way for teachers to reflect on their teaching practice and to hone the explicit instruction way of teaching.

Future outlook

- Implementation of new Australian Curriculum areas of HPE, Economics and Business, Civics and Citizenship.
- Maintain moderation processes to ensure that standards are consistent internally and externally
- Embed differentiation at every stage of the curriculum cycle.
- Develop the professional capability of staff by refining the DPF process.
- Refine the curriculum planning process.
- Implement actions to improve reading, numeracy, writing and explicit instruction.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Early Childhood - Year 6

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 317 | 146 | 171 | 89% |
| 2013 | 310 | 137 | 173 | 86% |
| 2014 | 279 | 127 | 152 | 90% |

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 11% of total numbers, and ESL students 2% of the student population.

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 24 | 24 | 23 |
| Year 4 – Year 7 Primary | 22 | 23 | 23 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|-------|
| | 2012 | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 1 | 21 | 11 |
| Long Suspensions - 6 to 20 days | 1 | 4 | 0 |
| Exclusions [#] | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

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

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Oral language programs – Prep and Year 1, Uninterrupted literacy/numeracy blocks, Focused Reading Programs, Write2Spell2Read, UniFy projects, 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, Photography Club exhibitions

Extra curricula activities

The Arts (band, instrumental music, lunch time visual arts group), sports training after hours and at lunch times, discos and social events, participation in Moura Coal and Country Festival activities, Year 6 and 7 camps, ANZAC Day service (school), participation in town ANZAC Day March, Photo Club, Homework Club

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. The Special Education Program has 12 iPads for student use. The bank of iPads for student use was increased by purchase and donation.

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.

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. 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

| Performance measure | 2012 | 2013 | 2014 |
|--------------------------------------------------------------------------------------------------------|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | | | |
| their child is getting a good education at school (S2016) | 90% | 100% | 89% |
| this is a good school (S2035) | 94% | 96% | 89% |
| their child likes being at this school* (S2001) | 97% | 100% | 96% |
| their child feels safe at this school* (S2002) | 97% | 92% | 96% |
| their child's learning needs are being met at this school* (S2003) | 97% | 100% | 78% |
| their child is making good progress at this school* (S2004) | 97% | 100% | 85% |
| teachers at this school expect their child to do his or her best* (S2005) | 97% | 100% | 75% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 90% | 96% | 81% |

| Performance measure | | | |
|------------------------------------------------------------------------|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2012 | 2013 | 2014 |
| teachers at this school motivate their child to learn* (S2007) | 90% | 100% | 85% |
| teachers at this school treat students fairly* (S2008) | 93% | 96% | 78% |
| they can talk to their child's teachers about their concerns* (S2009) | 94% | 100% | 93% |
| this school works with them to support their child's learning* (S2010) | 90% | 96% | 89% |
| this school takes parents' opinions seriously* (S2011) | 83% | 91% | 78% |
| student behaviour is well managed at this school* (S2012) | 87% | 92% | 78% |
| this school looks for ways to improve* (S2013) | 93% | 100% | 93% |
| this school is well maintained* (S2014) | 97% | 100% | 100% |

| Performance measure | | | |
|-----------------------------------------------------------------------------------|------|------|------|
| Percentage of students who agree [#] that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 98% | 96% | 96% |
| they like being at their school* (S2036) | 86% | 87% | 89% |
| they feel safe at their school* (S2037) | 93% | 93% | 86% |
| their teachers motivate them to learn* (S2038) | 93% | 100% | 94% |
| their teachers expect them to do their best* (S2039) | 98% | 100% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 98% | 96% | 93% |
| teachers treat students fairly at their school* (S2041) | 92% | 85% | 84% |
| they can talk to their teachers about their concerns* (S2042) | 86% | 93% | 90% |
| their school takes students' opinions seriously* (S2043) | 88% | 91% | 88% |
| student behaviour is well managed at their school* (S2044) | 83% | 78% | 72% |
| their school looks for ways to improve* (S2045) | 98% | 98% | 97% |
| their school is well maintained* (S2046) | 89% | 91% | 94% |
| their school gives them opportunities to do interesting things* (S2047) | 97% | 98% | 95% |

| Performance measure | | | |
|-----------------------------------------------------------------------|------|------|------|
| Percentage of school staff who agree [#] that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 97% | 100% |
| they feel that their school is a safe place in which to work (S2070) | | 97% | 100% |
| they receive useful feedback about their work at their school (S2071) | | 90% | 96% |
| students are encouraged to do their best at their school (S2072) | | 100% | 100% |
| students are treated fairly at their school (S2073) | | 97% | 100% |
| student behaviour is well managed at their school (S2074) | | 97% | 96% |
| staff are well supported at their school (S2075) | | 97% | 100% |

| Performance measure | | | |
|------------------------------------------------------------------------|------|------|------|
| Percentage of school staff who agree [#] that: | 2012 | 2013 | 2014 |
| their school takes staff opinions seriously (S2076) | | 97% | 96% |
| their school looks for ways to improve (S2077) | | 100% | 100% |
| their school is well maintained (S2078) | | 97% | 96% |
| their school gives them opportunities to do interesting things (S2079) | | 94% | 96% |

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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 held 3 times per year, class meetings, classroom volunteers for reading groups, library, religious instruction, cooking or other class activities, excursion 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, term class newsletters, notes, Q Schools app, website, information flyers, P&C meetings.

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. 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. Following a wet start to the school year, little rain followed for the remainder of the year. Thus no change in water consumption. Plumbing issues did not help with decreasing water consumption.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2011-2012 | 175,478 | 777 |
| 2012-2013 | 175,979 | 4,521 |
| 2013-2014 | 182,532 | 4,526 |

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

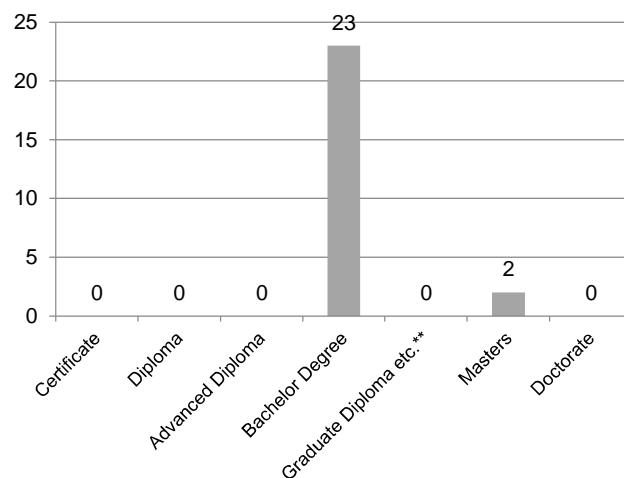
Our staff profile

Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 25 | 20 | <5 |
| Full-time equivalents | 23 | 11 | <5 |

Qualification of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 23 |
| Graduate Diploma etc.** | 0 |
| Masters | 2 |
| Doctorate | 0 |
| Total | 25 |



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$45881.

The major professional development initiatives were as follows:

- Explicit Instruction
- Write2Spell2Read
- Essential Skills for Classroom Management
- ACARA (Australian Curriculum).

Much of the learning about explicit instruction came from collegial coaching, visiting other schools and by being observed by teachers from visiting schools.

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

| Average staff attendance | 2012 | 2013 | 2014 |
|------------------------------------------------------------------------|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 98% | 98% | 98% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

| Student attendance | 2012 | 2013 | 2014 |
|--------------------------------------------------------------------------------------|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 92% | 92% | 91% |

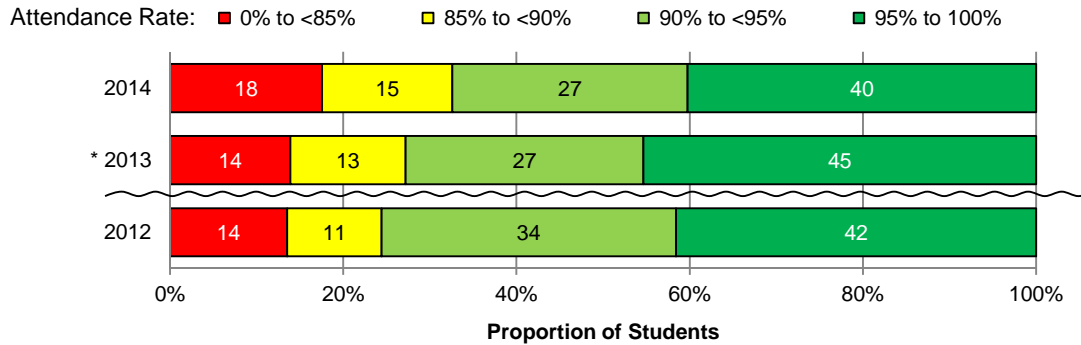
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|------|--------|--------|--------|--------|--------|--------|--------|
| 2012 | 93% | 92% | 92% | 91% | 91% | 94% | 93% |
| 2013 | 92% | 91% | 94% | 93% | 92% | 89% | 94% |
| 2014 | 92% | 90% | 93% | 93% | 91% | 92% | 89% |

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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, 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.

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 state-wide targets for Queensland State Schools in Year 3 reading, writing and numeracy; in student attendance, and in Year 12 retention. 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 the student population at Moura SS 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 an indigenous AO2 who liaises closely with local families and other support groups to encourage attendance. The gap in attendance for Semester 1, 2014 was 9% which was the same as the attendance in 2013. 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 in the community. Celebration of NAIDOC Day with a full cultural expo increases inclusion.