

Moura State School

Queensland State School Reporting

2015 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 2015

Explicit Instruction as the key pedagogy

- All teachers received professional development
- Coaching/mentoring plan implemented
- Lessons to be videoed in 2016

Writing

- Streamed writing hour for Years 3-6 each week with data collection each 5 weeks
- 7 Steps to Writing Success professional for all teachers
- Moderation process implemented in school but moderation with another school still to be completed.
- Student friendly marking guides for narratives and persuasives were developed and used across all year levels

Reading

- Reading Plan implemented plus a placemat developed
- SCORE was explicitly taught in Prep to Year 2 classes
- Benchmarks for NAPLAN results started to be developed

Numeracy – problem solving and number facts

- Hands on Maths resources ordered
- Numeracy placemat drafted
- Problem solving teaching format developed and implemented in all classrooms.

Future outlook

Numeracy – Master Teacher Action Plan with focus on number facts/problem-solving

- Implementation of ACARA with focus on proficiency strands
- Resourcing
- Targets: Year 3 mean scale score – 400. Year 3 students in U2B – 40%
Year 5 mean scale score – 490. Year 5 students in U2B – 30%

Reading - Explicit teaching of reading

- Whole school reading strategies
- Updated reading benchmarks
- Targets: Year 3 mean scale score – 420. Year 3 students in U2B – 40%
Year 5 mean scale score – 510. Year 5 students in U2B – 45%

Writing - Spelling focus

- Writing improvement
- Targets: Year 3 mean scale score – 420. Year 3 students in U2B – 40%
Year 5 mean scale score – 485. Year 5 students in U2B – 30%

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	310	137	173	33	86%
2014	279	127	152	30	90%
2015	274	115	159	18	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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		
	2013	2014	2015
Prep – Year 3	24	23	25
Year 4 – Year 7 Primary	23	23	27

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	21	11	8
Long Suspensions - 6 to 20 days	4	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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, 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 Studies exhibitions.

Teachers worked closely with the HOC to plan units of work and assessment tasks for each term. Reporting occurred at the end of each semester, and interviews were offered at the end of Terms 1,2 and 4.

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 5 and 6 camps, ANZAC Day service (school), participation in town ANZAC Day March, Photography Studies, Homework Club

How Information and Communication Technologies are used to improve 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.

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	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	89%	94%
this is a good school (S2035)	96%	89%	94%
their child likes being at this school (S2001)	100%	96%	94%
their child feels safe at this school (S2002)	92%	96%	94%
their child's learning needs are being met at this school (S2003)	100%	78%	88%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is making good progress at this school (S2004)	100%	85%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	75%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	81%	88%
teachers at this school motivate their child to learn (S2007)	100%	85%	94%
teachers at this school treat students fairly (S2008)	96%	78%	88%
they can talk to their child's teachers about their concerns (S2009)	100%	93%	94%
this school works with them to support their child's learning (S2010)	96%	89%	88%
this school takes parents' opinions seriously (S2011)	91%	78%	76%
student behaviour is well managed at this school (S2012)	92%	78%	88%
this school looks for ways to improve (S2013)	100%	93%	94%
this school is well maintained (S2014)	100%	100%	88%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	96%	99%
they like being at their school (S2036)	87%	89%	95%
they feel safe at their school (S2037)	93%	86%	97%
their teachers motivate them to learn (S2038)	100%	94%	97%
their teachers expect them to do their best (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	93%	98%
teachers treat students fairly at their school (S2041)	85%	84%	96%
they can talk to their teachers about their concerns (S2042)	93%	90%	95%
their school takes students' opinions seriously (S2043)	91%	88%	91%
student behaviour is well managed at their school (S2044)	78%	72%	88%
their school looks for ways to improve (S2045)	98%	97%	95%
their school is well maintained (S2046)	91%	94%	94%
their school gives them opportunities to do interesting things (S2047)	98%	95%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	97%	100%	100%
they receive useful feedback about their work at their school (S2071)	90%	96%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	80%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2074)	97%	96%	89%
staff are well supported at their school (S2075)	97%	100%	94%
their school takes staff opinions seriously (S2076)	97%	96%	94%
their school looks for ways to improve (S2077)	100%	100%	89%
their school is well maintained (S2078)	97%	96%	89%
their school gives them opportunities to do interesting things (S2079)	94%	96%	94%

'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 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 6 induction, Year 6 Graduation, Australia's Biggest Morning Tea, 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 and Anglo Mine's Global Safety Day, visits to Moura State High School

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.

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. Plumbing issues were addressed immediately.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	175,979	4,521
2013-2014	182,532	4,526
2014-2015	181,619	

*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.

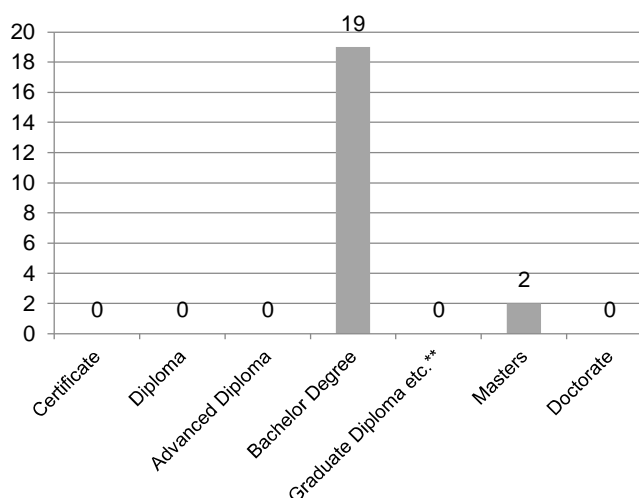
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	21	19	<5
Full-time equivalents	19	11	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	19
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	21



*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 2015 were \$16545.00.

The major professional development initiatives were as follows:

- Explicit Instruction
- 7 Steps to Writing Success
- School Improvement through Instructional Leadership
- Problem solving in Mathematics

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 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 95% of staff was retained by the school for the entire 2015 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	83%	91%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

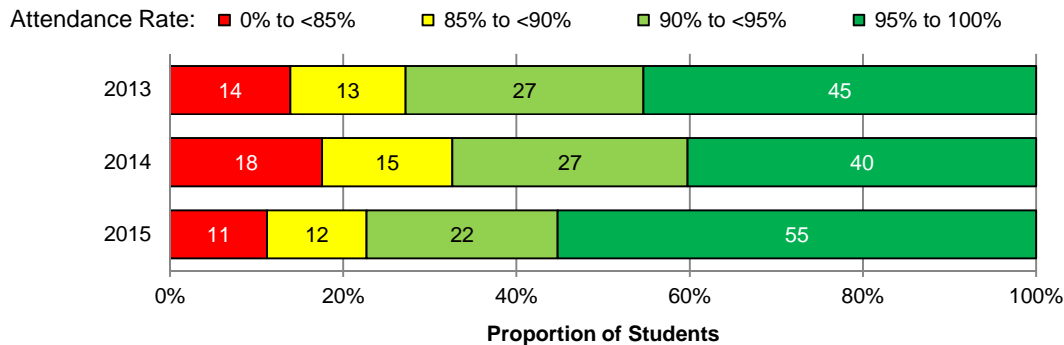
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	91%	92%	91%	94%	93%	92%	89%	94%
2014	90%	92%	90%	93%	93%	91%	92%	89%
2015	92%	92%	94%	93%	94%	96%	94%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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.

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 and case management processes put in place involving guidance officer, principal and family. 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.

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.

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

Sector:

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Non-government

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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.