

Morayfield East State School (1985)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

The 2012 year has seen Morayfield East State School enter a phase of school renewal. The vision for the year was for

- High expectations and documented evidence of student achievement
- Knowledge of achievement data across the school by leadership team and all teachers
- Expert teaching team
- Improved student attendance
- Improved P&C partnerships and community engagement

Celebrations:

- Strong recovery from the lower scores of several years ago in all client groups in the School Opinion Survey
- ICSEA Percentile 28. Mean Scale Score trend – 33 and above apart from Year 5 Reading
- Trending up or up strongly in 11 of the 15 domains in Upper Two Bands in the NAPLAN test
- 2010 – 2012 Effect size above .87 in all domains

Parent School Opinion Survey 100% satisfaction in the following items:

- 'Teachers at this school expect my child to do his or her best'.
- 'I can talk to my child's teachers about my concerns'.
- 'My child's English skills are being developed at this school'.
- 'This school celebrates student achievements'.
- Staff morale 97%.

All students at Morayfield East State School are offered the very best education possible. The 2012 school outcomes demonstrate our commitment to excellence through offering a balanced program that introduces each student to a wide range of academic and co-curricular opportunities. We provide a disciplined and stimulating environment where individual endeavour and achievement are recognised and celebrated.

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School progress towards its goals in 2012

Morayfield East State School Annual Implementation Plan 2012		Implementation
Key School Improvement Priorities		
High Quality Learning Environment	<p>High Expectations and Documented Evidence of:</p> <ul style="list-style-type: none"> Student Achievement - knowledge of achievement data across the school by leadership team and all teachers An Expert Teaching Team <p>Specific focus on:</p> <ul style="list-style-type: none"> Implementation of Australian Curriculum (using C2C as the primary resource package); U2B in all areas of NAPLAN; Guided Reading/Reading Comprehension; Writing; and Spelling Differentiation Develop the expectation that every teacher uses school and systemic achievement data to identify, address and improve the learning needs of every student Academic Rigour - High Quality Consistent Teaching Practices with a Focus on Establishing a School Wide Pedagogical Model A Coherently Organised and Inclusive, Delivered Curriculum A Whole School Intervention Strategy linked to Whole School Assessment Plan and Tracking of Individual Students A Collaborative and Consistent Teaching, Assessment, Moderation, and Reporting via Year Level teams Development of strategies for the collegial sharing of classroom practice and associated feedback loops. 	<p>Ongoing Vision</p> <p>Continued 2013</p> <p>Continued 2013</p> <p>Continued 2013</p> <p>2012</p> <p>Continued 2013</p> <p>Continued 2013</p> <p>2012</p> <p>2012</p> <p>2012</p> <p>Continued 2013</p> <p>2012</p> <p>Continued 2013</p>
Positive School Culture	<ul style="list-style-type: none"> Promoting Culture of High Expectations - of every child learning in every classroom, every day Promoting Staff and Community Engagement Strengthen perception of Parents and Students that they are getting a good education at this school Engage Parents in education programs Team Structures, united action, shared focus Effective P&C Management Processes 	<p>Continued 2013</p> <p>Continued 2013</p> <p>2012</p> <p>Continued 2013</p> <p>2012</p>
Effective Schools Operations	<ul style="list-style-type: none"> Effective Line Management of all staff Effective and Accountable Management Systems and Roles High internal accountability & responsibility. Use accountability to improve & challenge practice. ICT Plan Effective Resource Maintenance targeted to student and school needs Effective and Prioritised Facilities Maintenance Plan Effective Budget and Financial Audit Controls 	<p>2012</p> <p>2012</p> <p>2012</p> <p>2012</p> <p>2012</p> <p>2012</p> <p>2012</p>

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Future outlook for 2013

FOCUS AREA	SCHOOL PRIORITIES 2013	IMPROVEMENT STRATEGIES AND ACTIONS 2013
SCHOOL & COMMUNITY PARTNERSHIPS	<ul style="list-style-type: none"> Getting Ready For Secondary School Continued effective communication and partnership with school community and P&C School Opinion Survey priorities Closing the Gap for indigenous parents and community 	<ul style="list-style-type: none"> Partnering with Morayfield State High School in Pedagogical Framework; Transition Program for Year 7 students; Junior Secondary philosophy; contextual considerations Encourage greater engagement of parents in the promotion and participation in school activities Improve trust and relationships with whole school community Continue to improve P&C interactions and relationships Implement 2013 school attendance policy Continue deliberate focus on SWPBS Regularly Showcase student achievements
SCHOOL CURRICULUM	<ul style="list-style-type: none"> Implement the Australian curriculum Reading Writing Numeracy Spelling Fully implement whole school assessment framework Differentiation of curriculum planning, teaching and assessment for students Focus on early intervention Closing the gap for indigenous students Utilise the disability standards for education and more support for students with disabilities policies to further develop inclusive practices 	<ul style="list-style-type: none"> Embed and enhance the implementation of Australian Curriculum (Maths, Science & History) utilising C2C Commence History implementation utilising C2C Establish Curriculum Reference team Embed Quality standards for Guided Reading and Writing Whole School Balanced Reading Program Enhance whole school intervention model (Focus Groups) Continue regular, scheduled and facilitated collaborative year level planning; teaching; moderation and reporting Implement the minimum curriculum time requirements for all Qld State Schools Maintain and enhance whole school curriculum framework Maintain and enhance school –based Australian Curriculum implementation plan School – based Phonological Program
TEACHING PRACTICE	<ul style="list-style-type: none"> Develop and enact a pedagogical framework based on Art & Science Of Teaching T&L Audit priorities Priorities based on data (eg NAPLAN/PAT/school-based data). 	<ul style="list-style-type: none"> Whole Senior Leadership Team will collaboratively lead reform and pedagogical change Establish Instructional Leadership Team to lead, advise and inform implementation of ASOT Engagement with Regional Instructional Leaders Establish Data Team Whole staff analysis of data Whole school assessment framework Utilise data to inform teaching (ASOT) and through 3x3 meetings with sector leaders Develop IBSP's and individual support plans for identified students Student Portfolios
PRINCIPAL LEADERSHIP AND SCHOOL CAPABILITY	<ul style="list-style-type: none"> Embed the Developing Performance Framework for all staff based on the school improvement priorities Build Capacity of all staff Create whole school learning community 	<ul style="list-style-type: none"> Embed Developing Performance Framework and Professional Support for all staff Focussed and planned Professional Development schedule based on School Improvement Priorities Continue leadership through eLearning team Strategic use of teacher aides to enhance delivery of school priorities Regular and strategic supervision program by Leadership team Establish mechanisms to give staff feedback and support practice Effective school Induction Program Senior teacher roles

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	983	465	518	95%
2011	985	461	524	93%
2012	974	466	508	93%

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

Characteristics of the student body:

Morayfield East State School was established in 1991. The school is situated on the corner of Glenwood Drive and Graham Road Morayfield. The school averaged 980 students. Morayfield East's enrolment has been made up of 46.8% girls and 53.1% boys. Enrolment has been consistent for a number of years.

Morayfield State High School has been chosen in the past for the majority of our student's secondary education. Japanese is offered as the Language of than English (LOTE) and is continued as an option at Morayfield State High School.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	23	23
Year 4 – Year 10	26	27	26
Year 11 – Year 12	N/A	N/A	N/A

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	116	136	149
Long Suspensions - 6 to 20 days	50	13	18
Exclusions	1	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

In 2012, Morayfield East State School's curriculum was developed from the Learning Essentials in each of the eight Key Learning Area syllabuses. Specific outcomes for students with special needs are developed in Individual Education Programs for our Special Education Unit students. The children with special needs were integrated fully into classrooms.

Morayfield East participated in testing programs offered by the University of New South Wales.

The staff and students have continued to maintain a close relationship with the University of Technology (Caboolture Campus) through reading and extension programs for the students.

Morayfield East State School continues to maintain programs such as

High Performing Students Programs for Year 6 -7

Focus lessons in English and Maths for students in year levels from year two to seven.

Japanese Languages Program

Extra curricula activities

- Instrumental program involved approximately 70 children from Years 5–7 in Woodwind, Brass, Percussion and String.
- Music program – There is a significant number of students involved in the Year 4/5 Junior Choir and Year 6/7 Senior choir.
- Interschool sport – over 180 students play the summer and winter seasons of interschool sport. A choice of on-site and off-site sporting activities is also provided.
- Community events include. Anzac Day March, Under 8s Day.
- Academic activities include. District Mathematics Challenge and Westpac Mathematics Competition.
- Student Leadership Roles – School Captains, Music Captains, House Captains, Junior House Captains and Student Councillors (Year 5–7).
- Year 6 Tallebudgera camp and Year 7 Emu Gully Leadership camp

How Information and Communication Technologies are used to assist learning

A range of technologies have been integrated and utilized throughout the classrooms. Interactive Whiteboards, iPads and iPods are available for use in classrooms. Continued deployment and expansions of resources continued in 2012.

Students are engaged in a range of activities that include developing competencies in Microsoft packages and a range of student educational software that supports Literacy and Numeracy improvement. As part Unit planning, the ICTs are an integrated component and students undertake activities within the context of this classroom work.

Teachers are encouraged to integrate Information and Communication technologies into all aspects of the student's learning. Each classroom has the capacity to provide ICT integration in learning activities.

An IT technician was employed five days per fortnight to maintain the network.

Our teacher librarian undertakes specific media related skills-based integrated lessons with all classes, based on the unit of work which the year level is currently studying. She also develops and delivers ICT in-

Our school at a glance

service to the staff.

We embrace the Smart School's Agenda to develop a "learning community", whereby teachers undertake opportunities to develop meaningful and engaging learning experiences. Access to professional development by teachers has provided a catalyst for further development in this area.

The staff is actively encouraged to further enhance their

Social climate

- The school serves the southern part of Morayfield, a community with a range of both socio-economic and cultural backgrounds.
- There is a minority of students (6%) who come from an indigenous or ethnic background.

Our school at a glance

Parent, student and staff satisfaction with the school

Parents and community members place high importance on the education of their children. Parents are pleased with the education received at this school when compared to state average. There has been a significant increase in overall satisfaction from 2011 to 2012. Parent satisfaction has risen significantly across all criteria. Increases have ranged from 5% to 20% on various criteria. Staff satisfaction has also risen significantly from 2011 to 2012.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	93.8%
this is a good school	93.5%
their child likes being at this school*	96.9%
their child feels safe at this school*	90.6%
their child's learning needs are being met at this school*	93.8%
their child is making good progress at this school*	96.8%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	96.7%
teachers at this school motivate their child to learn*	96.9%
teachers at this school treat students fairly*	87.1%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	96.8%
this school takes parents' opinions seriously*	79.3%
student behaviour is well managed at this school*	68.8%
this school looks for ways to improve*	93.3%
this school is well maintained*	87.5%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	94.1%
they like being at their school*	93.2%
they feel safe at their school*	89.9%
their teachers motivate them to learn*	98.3%
their teachers expect them to do their best*	98.3%

Our school at a glance

their teachers provide them with useful feedback about their school work*	94.1%
teachers treat students fairly at their school*	88.1%
they can talk to their teachers about their concerns*	81.9%
their school takes students' opinions seriously*	85.6%
student behaviour is well managed at their school*	72.6%
their school looks for ways to improve*	98.3%
their school is well maintained*	90.8%
their school gives them opportunities to do interesting things*	89.9%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	92.0%
with the individual staff morale items	97.6%

* 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

Parents are provided with a range of opportunities to participate in their child's education. These include:

- Parent information sessions at the beginning of the school year
- Offers for teacher interviews at the end of each semester
- Arranging for teacher or Admin appointments as required
- Sports Days, Under Eights Day and Fundraising Events

Parents are also encouraged to participate as volunteers within the school. These activities include in class assistance, Support-a-Reader program or a range of Parents and Citizen (P&C) sponsored activities. The latter can involve craft group, P&C Meetings, participation in various school committees as sponsored by the P&C (Budget, Operational Plan) and fundraising activities.

In 2011, 86.7% of parents were satisfied that they had opportunities to be involved in the life of the school.

Reducing the school's environmental footprint

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

In an effort to reduce electrical power consumption, Morayfield East maintains solar panels (H block roof) and continues to use low power alternatives for lighting in classrooms. A reduction in electricity usage has been achieved in 2012. To reduce significant paper use, the school continues to use an electronic version of the newsletter. An office and classroom recycling program introduced in 2011, continues in 2012 and is maintained by members of the student council.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	177,285	1,296
2010-2011	211,929	1,321
2011-2012	200,621	134

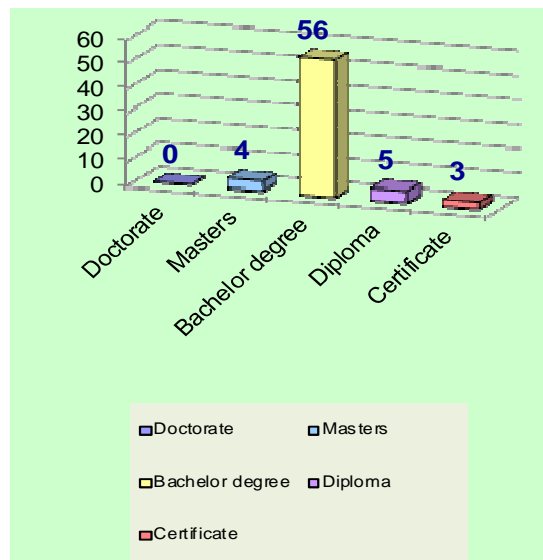
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	68	31	<5
Full-time equivalents	62.9	20.8	<5

Qualifications of all teachers

Doctorate	0
Masters	4
Bachelor degree	56
Diploma	5
Certificate	3



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$24079.

The major professional development initiatives are as follows:

- Marzano Institute: The Art & Science of Teaching
- SWPBS: State Conference
- Catering for Diversity
- Situational Leadership

Our staff profile

- Interactive Whiteboard Training
- ICT The New Learning Place
- Music Conference
- Drumbeat

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

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.8%	96.8%	96.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.9% 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%	91%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

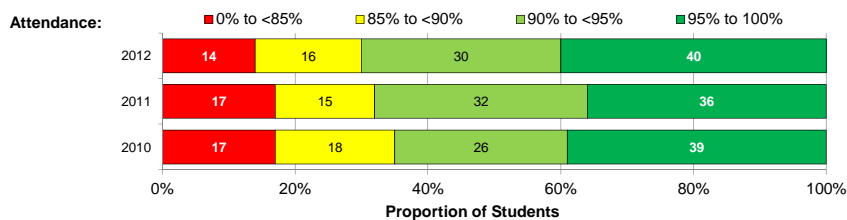
Student attendance rate for each year level (shown as a percentage)

	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	91%	92%	90%	91%	90%	91%	90%	N/A	N/A	N/A	N/A	N/A
2011	92%	90%	93%	91%	91%	91%	90%	N/A	N/A	N/A	N/A	N/A
2012	92%	92%	92%	92%	89%	92%	90%	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.

Regular attendance is expected to promote children's learning. Daily absences are monitored. Classroom teachers mark the roll twice per day. Any unexplained absences will be followed up initially by the classroom teacher. Deputy principals follow up on prolonged absentee without explanation. Unexplained absences also appear on your child's report card.

Students who arrive late or are required to leave early do so through the office.

Students who have maintained a 100% attendance record during each term are recognised with a certificate at the end of the term. The class with the highest attendance record for the term is also recognised for their achievement with a class celebration.

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.

Performance of our students

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/>.

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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

In 2012, the gap between Indigenous and non-indigenous students scale scores in Year 3 Reading was 87.5 points. In numeracy this was 51.4 points. At Morayfield East, we are continuing to work with our indigenous students in literacy and numeracy intervention programs to ensure that performance is improved. In 2012, there was a gap of 5.8% between indigenous and non-indigenous attendance rates with a decrease of 3.2% when compared to 2011.