

Morayfield East State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Morayfield East State School is an exciting educational community that values diversity in our student population and recognises the need to ensure success for all students. The school is well known for its high expectations of student learning, supportive school culture; its engaging educational programs and wide range of student achievements. Our main goal is to be a school of choice committed to high standards of learning and celebrations of success where all families are welcomed and all students are succeeding. It is a place where children, parents and staff are happy and proud to be; where they feel supported and respected for the individual contributions they make; where everyone is treated with dignity and respect, for both who they are today and what they strive to do in the future.

At Morayfield East State School we value and demonstrate:

- A supportive and welcoming culture
- Positive relationships between staff, parents and students
- Genuine care and concerns for all students
- Quality programs delivered by quality teachers
- A wide range of support programs
- A wide range of extra curricula activities
- High expectations for school standards and values

School progress towards its goals in 2015

The theme for our school in 2015 was Respond following on from the previous year's theme of Reflect & Review. This was underpinned by the following principles:

- Our school is a professional learning community in which individual, team, year-level and whole-school learn about how to improve student learning which is vital and interrelated
- Our professional learning community is built on collaborative culture, collective enquiry and commitment to continuous improvement of student learning
- Improvement of student learning involves data informed practice, sharing practice, feedback and taking action
- High expectations for teacher growth and enhancement of pedagogical skills and capability drive the way we utilise our professional development direction
- Leaders across the school have a strong role in modelling and leading reflection and renewal

During 2015 the school continued to embed the Strategic Plan for 2014 – 2017. Throughout the year final strategies were completed to move from one Strategic Phase to the next.

Key activities during 2015 included:

- Embedding a culture of Student Leadership within the Year 6 cohort following the move of Year 7 to high school
- Focus on Early Intervention through implementation of the Investing For Success
- Continued effective communication and partnership with school community and P&C
- Continuing development of coherent, sequenced plans for curriculum delivery ensuring consistent teaching and learning expectations in terms of the intended curriculum in English, Maths, Science, History and Geography
- Incorporating the Australian Curriculum into local planning documents
- Implementing the Australian Curriculum through the participation in Regular, scheduled and facilitated collaborative year level planning; teaching; moderation and reporting MESS (Meetings to Enhance Student Success) for year level teams once per term, led by HOC
- Developing and implementing Extension and Enrichment Programs for students to help build a more consistent, whole school approach
- Further developing teacher feedback processes with a focus on strategies in relation to ASoT New Knowledge and Learning Goals and Feedback
- Further involving class teachers in ASoT PD sessions to develop peer coaching and mentoring relationships across the school, including in-class observation and feedback
- Closing the Gap for indigenous parents and community
- Continued Implementation of School Wide Positive Behaviour Support
- Regularly Showcase of student learning and achievements
- Implementation of whole school Intervention Plan
- Implementation of school – wide Inclusive Practices utilising the Disability Standards for Education and More Support for Students with Disabilities policies to further develop inclusive practices

The following documents were developed collaboratively in 2015 to support the school improvement agenda:

- Parent and Community Engagement Action Plan
- Whole school Attendance Policy
- Discipline Audit Action Plan including Anti-Bullying Policy
- Whole school curriculum, assessment and reporting plan
- Whole school Writing framework
- Whole school Numeracy Action Plan
- Whole School approach to Balanced Reading
- Whole school intervention model (Focus Groups and Numeracy strategy for U2B)
- Early Phase Intervention model
- Early Phase Phonological Program
- Action Plan for Inclusive Schooling

FOCUS AREA	SCHOOL PRIORITIES 2015	IMPROVEMENT STRATEGIES AND ACTIONS 2015
<p><i>Successful Learners:</i></p> <p><i>School Curriculum and Improved</i></p>	<p><i>Know your Learners</i></p>	<p>Analyse Student Data</p> <ul style="list-style-type: none"> • Implement and engage in regular data review cycles to inform improvement, guide teaching and prompt early intervention. • Further develop teacher expertise in data analysis to inform effective teaching and learning. • <i>Whole school Data Plan</i>

FOCUS AREA	SCHOOL PRIORITIES 2015	IMPROVEMENT STRATEGIES AND ACTIONS 2015
Student Achievement	Meet your learners' needs	<p>Cater for Student Needs</p> <ul style="list-style-type: none"> Implement strategies to cater for students' academic, social and emotional needs <i>QSIL 2 Strategy</i> <i>Differentiation Coordinator Strategy</i> <p>Upper 2 Bands Priority</p> <ul style="list-style-type: none"> Ensure a variety of processes are in place for the identification of possible U2B students (process to begin in Prep) Implement strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, UNSW testing) Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations <p>NAPLAN Strategy</p> <ul style="list-style-type: none"> Complete a thorough interrogation of NAPLAN data - 2013 / 2014 in preparation for 2015 NAPLAN Develop a <i>NAPLAN Action Strategy</i> with a focus on improving Reading, Numeracy and U2B <p>ACARA Priorities</p> <ul style="list-style-type: none"> Embed English, Mathematics, Science, History & Geography (National Curriculum) ensuring alignment with community expectations. Implement Civics and Citizenship (from Year 3) & Economics and Business (from Year 5) Implement the curriculum area "Health and Physical Education, Technologies, Languages & The Arts" through NCT provision. Continue to align and embed Australian Curriculum in all settings. Implement the whole school <i>Assessment Plan and Monitoring Schedule</i>
High Standards: Effective Teaching in every Classroom	Develop Professional Knowledge Develop Professional Practice	<p>Implement <i>Whole School Teaching and Learning Improvement Framework</i></p> <p>Literacy Priority</p> <p>Develop and embed a balanced writing program</p> <ul style="list-style-type: none"> Develop a shared understanding and pedagogical practice of the 4 writing procedures: 1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing Embed Sheena Cameron writing strategies into the writing procedures Align writing pedagogy to Pearson's Gradual Release of Responsibility Model Fully implement 7 Steps to Writing teaching processes and resources <p>Continue to embed a balanced reading program</p> <ul style="list-style-type: none"> Embed a shared understanding and pedagogical practice of the 6 reading procedures i.e. 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading, 6. Home Reading

FOCUS AREA	SCHOOL PRIORITIES 2015	IMPROVEMENT STRATEGIES AND ACTIONS 2015
	<p><i>Develop Professional Engagement</i></p>	<ul style="list-style-type: none"> Align reading framework to <i>Pearson's Gradual Release of Responsibility Model</i> (Refer Framework for the Teaching of Reading) Ensure the 5 aspects of reading are explicitly addressed ie: <ol style="list-style-type: none"> <i>Fluency</i>; 2. <i>Broad and Deep Vocabulary</i>; 3. <i>Active comprehension Strategies</i>; 4. <i>Text and Textual features</i>; 5. <i>Knowledge of the World</i> Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of <i>inference</i> eg: Cars and Stars; QAR, Sheena Cameron Comprehension Strategies Embed <i>comprehension strategies</i> into the reading procedures Use the reading procedures as a focus for Instructional Leadership to build teacher capacity through <i>observation and feedback</i> <p><u>Numeracy Priority</u></p> <ul style="list-style-type: none"> Embed <i>Numeracy Rich Routines</i> and <i>Maths Mental Warm –Ups</i> that address key aspects of number as identified through NAPLAN and internal data sources ie PAT M. Develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting. Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to Australian Curriculum, Number lines, Part/Whole relationships, Reasoning and Estimation Practice and deepen number facts <p><u>Master Teachers</u></p> <ul style="list-style-type: none"> Develop an action plan for Master Teachers to work alongside teachers to improve teaching practices that enhance student learning outcomes <p><u>Moderation</u></p> <ul style="list-style-type: none"> Develop opportunity for enhanced model of school moderation processes ensuring sound assessment practice (utilising short 5 week data cycles) <p><u>ASOT</u></p> <ul style="list-style-type: none"> Continue to develop and embed an overarching Curriculum Framework based on ASOT Investigate and implement locally selected Design Questions - (What will I do to?) and (What will I do to?) of the ASOT framework Implement processes to monitor staff and personal wellbeing
<p>Great People</p> <p>Leadership & School Capability</p>	<p><i>Lead Teaching and Learning</i></p>	<p><u>Professional Learning Communities</u></p> <ul style="list-style-type: none"> <i>Lead and model learning to develop a shared belief that all students can learn and all teachers can teach.</i> Leadership Teams Year Level Teams <i>Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning.</i> Implement Year Level Lead Teacher Strategy

FOCUS AREA	SCHOOL PRIORITIES 2015	IMPROVEMENT STRATEGIES AND ACTIONS 2015
	<p><i>Develop self and others</i></p> <p><i>Lead improvement, innovation and change</i></p>	<p><u>Developing Capability</u></p> <ul style="list-style-type: none"> • <u>Whole School Observation and Feedback Model</u> • Enable teachers to engage in effective coaching opportunities to improve teaching practices. • Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise. • Principal Performance Development Plan in place with ARD with clearly identified leadership focus. <p><u>Developing Performance Framework</u></p> <ul style="list-style-type: none"> • Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs. • Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers • Consultation and feedback structures are in place and occur in a timely manner (Once a term) • Use peer observations, feedback, differentiated coaching and learning communities to improve teaching practices.
<p><i>Engaged Partners:</i></p> <p><i>School and Community Partnerships</i></p>	<p><i>Embrace autonomy</i></p> <p><i>Create partnerships</i></p> <p><i>Local decision making</i></p>	<p><u>Improve Student Attendance</u></p> <ul style="list-style-type: none"> • Analyse trends in student attendance and implement strategies to increase student attendance to 92.2% in primary years. • Employment of a Student Attendance Officer <p><u>Parent and Community Engagement Strategy</u></p> <ul style="list-style-type: none"> • Employment of a Parent/Community Engagement Officer • Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement • Use multiple communication channels to communicate with parents eg email, SMS, telephone, web portal and letter, facebook, positive postcards • Provide programs and opportunities for parents to build their capacity to support their child's learning • Actively seek and develop a wide range of community partnerships <p><u>Partnerships</u></p> <ul style="list-style-type: none"> • Continue to work with regional support services to support and sustain school improvement • Develop partnerships within and beyond the school that support student learning. • Embrace opportunities to collaborate with local communities. • Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centers.
<p><i>High Standards</i></p> <p><i>School Performance</i></p>	<p><i>Know your data</i></p>	<p><u>Explicit Improvement Agenda</u></p> <ul style="list-style-type: none"> • Analyse whole school trends to develop an explicit improvement agenda • Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted. <p><u>Curriculum Teaching and Learning/ Discipline Audit</u></p>

FOCUS AREA	SCHOOL PRIORITIES 2015	IMPROVEMENT STRATEGIES AND ACTIONS 2015
	<i>Know your strategies</i>	<ul style="list-style-type: none"> • Implement recommendations from latest audit report. <p><u>Internal Audit</u></p> <ul style="list-style-type: none"> • Implement strategies to fulfil internal audit requirements and recommendations <p><u>Opinion Survey Priorities</u></p> <ul style="list-style-type: none"> • Use the opinion survey data to respond to concerns in order to ensure better outcomes for students.

Future outlook

In the future, the school will continue to strive for excellence in a supportive school environment through a focus on Respect, Learning, Safety and Responsibility. Together we will create broad frameworks to help shape a clear and consistent improvement agenda across all areas of the school.

A continued commitment to Instructional Leadership will ensure that key leaders have a curriculum orientation and will inspire active coaching of teaching staff. Working regularly in classrooms, planning quality training opportunities and defining consistent school wide practices will provide a foundation for continued success

Morayfield East State School has adopted the Art and Science of Teaching (ASoT) as its pedagogical framework. Extensive professional development opportunities will continue to be provided to build staff expertise so that the strategies are embedded in every classroom. The 2014 - 2017 Strategic Plan sees the Art and Science of Teaching embedded across the entire school and used to refine key models of feedback, mentoring and observations across the school. It will also guide the implementation of the National Curriculum and other key imperatives.

Social and Emotional Wellbeing will be further structured through School wide Positive Behaviour Support (SWPBS) and the Health and Wellbeing Leadership Team.

2016 will see a continued commitment to:

- Embedding the Implementation of the Whole School Teaching and Learning Improvement Framework

Literacy Priority

- Continue to develop and embed a balanced writing program through a shared understanding and pedagogical practice of the 4 writing procedures: 1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing
- Embed Sheena Cameron writing strategies into the writing procedures
- Align writing pedagogy to Pearson's Gradual Release of Responsibility Model
- Fully implement 7 Steps to Writing teaching processes and resources
- Continue to embed a balanced reading program
 - Embed a shared understanding and pedagogical practice of the 6 reading procedures
 - Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading, 6. Home Reading
 - Align reading framework to Pearson's Gradual Release of Responsibility Model
 - Ensure the 5 aspects of reading are explicitly addressed i.e.: 1. Fluency; 2. Broad and Deep Vocabulary; 3. Active comprehension Strategies; 4. Text and Textual features; 5. Knowledge of the World

- Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference

Numeracy Priority

- Continue to embed Numeracy Rich Routines and Maths Mental Warm –Ups that address key aspects of number as identified through NAPLAN and internal data sources
- Develop, model and embed problem solving routines as per NC program
- Develop best practice pedagogy and greater teacher knowledge in the teaching of Mathematics
- Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.
- Build teacher capacity to recognize and remediate key misconceptions through the Numeracy Rich Routines that align to Australian Curriculum, Number lines, Part/Whole relationships, Reasoning and Estimation
- Practice and deepen number facts

Master Teacher

- Continue the action plan for Master Teacher to work alongside teachers to improve teaching practices that enhance teacher confidence and capability in teacher maths leading to improved student learning outcomes
- Introduce RoleM mathematics program for the Early Years

Moderation

- Develop opportunity for enhanced model of school moderation processes ensuring sound assessment practice and monitoring of student learning

ASOT

- Continue to develop and embed an overarching Curriculum Framework based on ASOT
- Investigate and implement locally selected Design Questions

Data Analysis

- Refined and enhanced analysis of School Wide and Individual Student Data through the implementation of regular data review cycles to inform improvement, guide teaching and prompt early intervention and development of teacher expertise in data analysis to inform effective teaching and learning.
- Further implementation of strategies to cater for students' academic, social and emotional needs
- Upper 2 Bands Priority ensuring that a variety of processes are in place for the identification of possible U2B students (process to begin in Prep) and implementation of strategies and programs to cater for the ability levels and optimal learning for these students (differentiated teaching, On Line Upper 2 Band Project, ICAS testing)
- Embed differentiation strategies across all year levels using diagnostic assessment processes and ACARA recommendations

NAPLAN Strategy through the completion of a thorough interrogation of NAPLAN data - 2014/ 2015 in preparation for 2016 NAPLAN and development of a NAPLAN Action Strategy with a focus on improving Reading, Numeracy and U2B

ACARA Priorities

- Embed English, Mathematics, Science, History & Geography (National Curriculum) ensuring alignment with community expectations
- Implement the curriculum area "Health and Physical Education, Technologies, Languages & the Arts through NCT provision
- Continue to align and embed Australian Curriculum in all settings

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	938	462	476	31	93%
2014	982	482	500	43	91%
2015	928	470	458	48	91%

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.*

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. In 2015 the school averaged 938 students. Enrolment has decreased now that year 7 students attend High School. Student attendance was 91.1%. The four year trend shows consistency in student attendance rates at school.

Morayfield State High School has been chosen in the past for the majority of our students' secondary education. A small number of students have chosen to attend either Narangba Valley State High School or Caboolture State High School. Japanese is offered as the Language other than English (LOTE) and is continued as an option at Morayfield State High School.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	24	23
Year 4 – Year 7 Primary	26	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*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

	Count of Incidents		
	2013	2014*	2015**
Disciplinary Absences			
Short Suspensions - 1 to 5 days	115	123	137
Long Suspensions - 6 to 20 days	7	1	5
Exclusions	0	1	1
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

Our distinctive curriculum offerings

At Morayfield East State School, we continually set high expectations for our students to grow and achieve as learners.

Teaching and learning at Morayfield East State School in 2015 incorporated:

- English, Mathematics, Science, History and Geography delivered as discrete learning areas that follow the Australian Curriculum
- The Arts, Technology, Health and Physical Education and Languages other than English continue to follow the Queensland Essential Skills program. In 2015 our Arts program focused on Music and Visual Arts
- Specialist lessons taught by specialist staff in Music, LOTE (Japanese) and Physical Education.
- The Prep and Year One Early childhood program introduce children to formal learning in a warm and supportive environment where learning matches students' development needs as they progress through each year level

To maintain the high standard of academic performance expected of students, teachers meet regularly in year level teams (including support staff) to collaboratively create curriculum plans that ensure consistency of planning and assessment.

In addition Morayfield East offered opportunities for students to excel and enrich their learning by providing programs that align with classroom learning. Students were invited to participate in a school based Booster Writing program that had direct links with the Australian Curriculum English, along with Personal Projects which were curriculum goal centred projects of learning.

Extra curricula activities

At Morayfield East State School, a variety of opportunity exists to extend students, academically, in the arts, in sport and in service to the community. We encourage participation in these programs to enhance the learning engagement of students across all year levels and by extending their experiences.

During 2015 students had many opportunities to be involved in these activities:

- Enrichment events including:
 - Celebrating book week with a guest author

- Under 8's day,
- School discos
- Lunchtime clubs
- School leaders' day
- Community events include ANZAC day march and Murri club
- QUT – Explore UNI day

- Performing Arts
 - Dance Troupe
 - Drumbeat
 - Instrumental program
 - School instrumental band

- Sport
 - School sport including District, Regional and State sporting opportunities
 - Gala Sports days

- Academic
 - Premier's Reading Challenge
 - International Competitions and Assessments for Schools (ICAS) testing in English, Writing and Mathematics
 - Impact Project – Booster Writing and Booster Numeracy
 - High School Transition
 - Year Level excursions and incursions
 - Robotics
 - Opti-Minds
 - Write For Fun

- Annual camp in Year 6
- Student Leadership Roles – School Leaders, Sports Captains, Library Leaders, Student Council

How Information and Communication Technologies are used to improve learning

At Morayfield East, a range of technologies have been integrated and utilized throughout the classrooms. Interactive Whiteboards, Mobile Laptop Labs, iPads and iPods are available for use in classrooms. Continued deployment and expansions of resources continued in 2015.

Teachers are encouraged to integrate Information and Communication Technologies (ICT) into all aspects of the student's learning. Each classroom has the capacity to provide ICT integration in learning activities. A number of staff have participated in professional development and training with XO Laptop computers in 2015. This has grown from two (2) classes in 2013 to a total of six (6) classrooms can use these low cost computing devices. In 2014 a set of 25 XOs were shared between two classes.

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 of our curriculum unit planning, the ICTs are an integrated component and students undertake activities within the context of this classroom work.

Morayfield East has embraced 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.

Morayfield East played host again to the regional LEGO Robotics competition in August 2015. Approximately twenty teams participated in the full day program support by QUT and other sponsors. This was an extremely successful culminating event.

An IT technician continues to be employed five days per fortnight to maintain the network and support staff and students of the school.

Social Climate

Morayfield East State School is dedicated to facilitating a culture of inclusivity and positive wellbeing based on success for every learner. Our extensive Student Support Services Team offer a range of focussed and intensive supports to ensure that student needs are met across learning areas and within the school community in the social context. Teachers and staff work collaboratively with a focus on quality curriculum and socially appropriate mechanisms with the School Wide Positive Behaviour Support (SWPBS) program implemented within the classroom context. This is embedded into everyday routines and procedures as well as a focus of the week covering an array of socially just practices to support a disciplined and safe environment. A variety of extra-curricular activities are offered during lunchtimes to promote an active and inclusive community covering physical, social and intellectual interests.

The Student Support Services program compliments classroom learning using a diverse range of interventions delivered by highly trained and experienced staff to support students with varying needs. In addition, Chaplaincy is highly regarded for the benefits to students both in class and in social environments with a number of weekly groups organised with the support of school council leaders as well as support for families and staff.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree ^e that:			
their child is getting a good education at school (S2016)	91%	87%	94%
this is a good school (S2035)	91%	90%	89%
their child likes being at this school (S2001)	97%	92%	94%
their child feels safe at this school (S2002)	84%	90%	83%
their child's learning needs are being met at this school (S2003)	88%	83%	83%
their child is making good progress at this school (S2004)	87%	87%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	90%	94%
teachers at this school motivate their child to learn (S2007)	94%	87%	89%
teachers at this school treat students fairly (S2008)	84%	79%	78%
they can talk to their child's teachers about their concerns (S2009)	94%	94%	94%
this school works with them to support their child's learning (S2010)	88%	87%	78%
this school takes parents' opinions seriously (S2011)	94%	79%	81%
student behaviour is well managed at this school (S2012)	78%	76%	72%
this school looks for ways to improve (S2013)	90%	92%	82%
this school is well maintained (S2014)	94%	92%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	97%	93%
they like being at their school (S2036)	93%	94%	93%
they feel safe at their school (S2037)	92%	91%	86%
their teachers motivate them to learn (S2038)	99%	98%	98%
their teachers expect them to do their best (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	97%	93%	96%
teachers treat students fairly at their school (S2041)	89%	89%	90%
they can talk to their teachers about their concerns (S2042)	94%	85%	89%
their school takes students' opinions seriously (S2043)	93%	84%	90%
student behaviour is well managed at their school (S2044)	87%	83%	78%
their school looks for ways to improve (S2045)	98%	95%	97%
their school is well maintained (S2046)	97%	92%	93%
their school gives them opportunities to do interesting things (S2047)	98%	95%	91%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	99%	94%	95%
they feel that their school is a safe place in which to work (S2070)	100%	95%	95%
they receive useful feedback about their work at their school (S2071)	93%	86%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	78%	82%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	99%	97%
student behaviour is well managed at their school (S2074)	92%	81%	75%
staff are well supported at their school (S2075)	93%	85%	90%
their school takes staff opinions seriously (S2076)	95%	89%	91%
their school looks for ways to improve (S2077)	100%	99%	97%
their school is well maintained (S2078)	99%	100%	100%
their school gives them opportunities to do interesting things (S2079)	93%	94%	95%

'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

Involving parents in their child's education

At Morayfield East State School, we believe that families are an integral part of students' learning and we aim to ensure that parent contact is utilised to have a holistic understanding of students' needs globally. In 2015, the school sought to engage with parents and the wider school community through the ongoing participation of the Parent and Community Engagement Team. Community input is highly regarded and with consultation, a

community events calendar was established. Such opportunities were made possible through wide advertising via the school Facebook page, fortnightly school newsletters and school advertising to maintain sharing of information and community development via:

- Twice yearly student, parent, teacher interviews with opportunities for communication actively sought in addition.
- Weekly assemblies to celebrate student success and inform the students and wider school community of events and key information.
- A Parents and Citizens Association where frequent collaborative and consultative participation with key school personnel occurred to endorse school improvement plans, policies, procedures and resources in addition to a fundraising calendar to support future agendas for the school community.
- Regular opportunities for students to showcase their learning and achievement in both academic and sporting arenas both within our school and the wider community.
- Whole school extra-curricular activities to celebrate success (Under 8's Day, Sports Day, Cross Country, etc).
- Actively seeking volunteers for school events, excursions, incursions, daily functions and classroom activities.
- Parent Café established to inform parents with a weekly focus and opportunities for families to connect with others and support services within the school community.

Reducing the school's environmental footprint

The school continues works closely with Moreton Bay Regional Council to monitor and reduce the amount of rubbish produced on the site. 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 2015 and is maintained by members of the student council.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	182,325	1,753
2013-2014	194,295	8,663
2014-2015	211,748	9,837

*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.

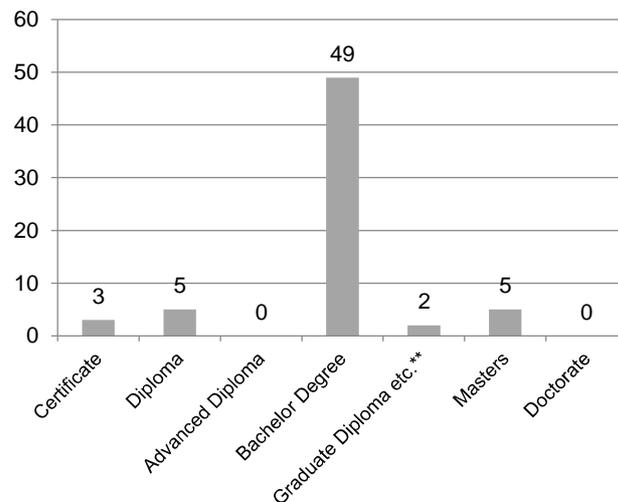
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	66	39	0
Full-time equivalents	60	27	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	5
Advanced Diploma	0
Bachelor Degree	49
Graduate Diploma etc.**	2
Masters	5
Doctorate	0
Total	64



*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 \$76863.

The major professional development initiatives are as follows:

- Whole school Curriculum Planning
- Numeracy Inservice
- Spirit of Learning Inservice
- The Art and Science of Teaching Pedagogy Inservice
- Beginning Teacher Inservice
- Thinking and Learning Inservice
- Naplan – Writing Inservice

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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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

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%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	89%	89%

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%.

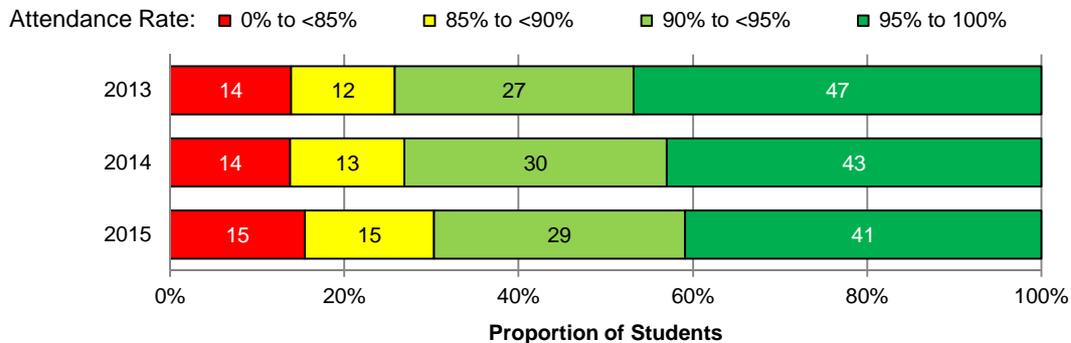
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	92%	93%	93%	93%	93%	92%	91%					
2014	91%	92%	91%	93%	92%	94%	92%	88%					
2015	92%	92%	92%	89%	91%	91%	91%						

*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.

Morayfield East State School has an expectation that students will attend and participate in the program of instruction every day of the school year, except when factors such as illness, serious family matters or important appointments cause an absence.

At Morayfield East State School we are committed to achieving the following targets in improving attendance:

- 97% attendance
- Reduction in late arrivals and early departures

The attendance school policy and procedures were implemented in 2013. A priority for 2015 continued to be improving attendance for all students, achieved by effective follow up by staff and information to all families.

Morayfield East State School have used the following initiatives and actions to work towards meeting our targets:

Recording and following up student absences

- Consistent and timely follow up processes in line with OneSchool tracking data.
- Follow appropriate processes for enforcing parental obligation in regards to enrolment, attendance, compulsory participation.
- Implementing Education Queensland Failure to Attend Notices as outlined in *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; Department of Education Training and Employment Policy and Procedure Register.

Monitoring student's non attendance

- Collecting and analysing relevant data regularly and contacting Parent/Carers to ascertain the reasons for absences and lateness.
- Identifying students displaying significant patterns of absence and/ or late arrivals and making a referral to Student Support Services.
- Monitor student absences and identify when a student is absent for 3 or more consecutive days, or where there is a pattern of persistent unexplained absences, or where a student's attendance rate is reasonable considered unsatisfactory take reasonable steps to follow up unexplained absences as soon as possible. Firstly through teacher phone contact with the family, followed by the Deputy Principal if there are persistent unexplained absences.

Communicating high expectations of attendance

- Sharing information regarding student attendance with Parents/ Carers in school newsletter, website, Facebook, enrolment package and parent meetings.
- Displaying Everyday Counts posters and fact sheets.
- Liaise with internal and external agencies for assistance in addressing patterns of absenteeism and to support students and families where appropriate.

Celebrating good attendance and improved irregular attendance through developing a positive school culture

- Implementation of attendance reward schemes (100% and 97% attendance certificates, best class attendance celebration).
- Comment appropriately on Student Report Cards to indicate excellent attendance, when attendance is less than 90% and when attendance has improved.

Overall school attendance data has held steady with only a very slight reduction from 91.8% in 2014 to 91.3% in 2015. However it was noted that there was a 2.1% reduction in the number of students attending between 95% and 100% of the time and a 1.7% increase in student attending less than the 85% of the time. Throughout 2016 we will continue to prioritise attendance rates through the initiatives noted previously and in particular the promotion of positive reward systems including weekly acknowledgement of best class attendance and acknowledgement of students attending 97% and above each term.

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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 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

Achievement – Closing the Gap

At Morayfield East State School we are continuing to work with our Aboriginal and Torres Strait Islander students in literacy and numeracy programs to ensure improved student outcomes. During 2015 all Aboriginal and Torres Strait Islander students received individual teacher-aide support for five hours during one Term. Some students were supported to improve their learning goals in English and Maths, other students, already achieving high grades, were encouraged to extend their learning outcomes.

During 2015 students were also able to access cultural activities through the Murri Club which was held every week. NAIDOC Week celebrations were held in the last week of Term 2.

In 2015, the attendance rates between Indigenous and non-indigenous students were the same. Indigenous student attendance continues to improve and remain stable.