



# Morayfield East State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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# School Overview

Morayfield East State School is an Education Queensland school which opened in 1991. Current enrolments are around 930 Prep to Year 6 students and our vision is to be:

'A school of choice committed to high standards of learning and celebrations of success'

Students are our focus and it's our exciting and dynamic curriculum that enables us to prepare these students for the challenges of the 21st Century. Our staff and community are driven by a commitment to continuous improvement and the challenge to search out the best educational practices for our students. Our school recognises the significant learning that occurs at home and strives to create an open and productive partnership between home and school.

Our school is a professional learning community in which individual, team, year-level and whole-school learning about how to improve student learning is vital and interrelated. Our professional learning community is built on collaborative culture, collective enquiry and commitment to student learning. Our students and families are very proud to be part of our school where we pride ourselves on being a place where students strive to be the best that they can be.

As a learning organisation we plan our learning experiences using the Australian Curriculum and continue to remain focused on the teaching of literacy and numeracy so that all students can reach their full potential. Improvement of student learning involves focused reflection and review regarding data, sharing practice, feedback and taking action.

Student learning is built upon a foundation of strong values of learning, respect, safety and responsibility. All staff ensure they continue to develop their skills and knowledge through quality learning opportunities ensuring the best possible curriculum delivery for our students, based on Marzano's "The Art and Science of Teaching" framework. High expectations for teacher growth and enhancement of pedagogical skills and capability drive reflection and review.

## 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

At Morayfield East the following principles underpinned our focus for 2016:

- 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 2016 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.





FOCUS AREA	SCHOOL PRIORITIES 2016	IMPROVEMENT STRATEGIES AND ACTIONS 2016
		<ul style="list-style-type: none"> <li>• Interrogate individual NAPLAN items</li> <li>• Develop a <b>NAPLAN Action Strategy</b> with a focus on improving Numeracy, Writing, Grammar and Punctuation and U2B</li> </ul> <p><b>ACARA and CURRICULUM Priorities</b></p> <ul style="list-style-type: none"> <li>• Implement the <b>Whole School Curriculum Framework and Assessment Plan and Monitoring Schedule</b></li> <li>• HOC leadership of Year Level Lead Teachers and guaranteed alignment of planning, teaching, assessing, moderating and reporting cycle</li> <li>• Teachers documenting differentiation planning from beginning of 2016</li> <li>• Align <b>Differentiation Co-Teacher; SEP staff; Master Teacher</b> curriculum implementation activities</li> </ul>
<p><b>High Standards:</b></p> <p><b>Effective Teaching in every Classroom</b></p>	<p><b>Develop Professional Knowledge</b></p> <p><b>Develop Professional Practice</b></p>	<p>Implement <b>Whole School Teaching and Learning Improvement Framework Literacy Priority</b></p> <p><b>Develop and embed a Balanced Writing Program</b></p> <ul style="list-style-type: none"> <li>• Develop a shared understanding and pedagogical practice of the 4 writing procedures: <ol style="list-style-type: none"> <li>1. <b>Modelled Writing</b>; 2. <b>Shared Writing</b>; 3. <b>Guided Writing</b>; 4. <b>Independent Writing</b></li> </ol> </li> <li>• Embed Sheena Cameron writing strategies into the writing procedures</li> <li>• Align writing pedagogy to Pearson's Gradual Release of Responsibility Model</li> <li>• Fully implement <b>7 Steps to Writing</b> teaching processes and resources</li> </ul> <p><b>Whole school Editing Protocol</b></p> <p><b>Whole school plan for Punctuation and Grammar</b></p> <p><b>Whole school Spelling Program</b></p> <p><b>Continue to embed a Balanced Reading Program</b></p> <ul style="list-style-type: none"> <li>• Embed a shared understanding and pedagogical practice of the 6 reading procedures i.e. <ol style="list-style-type: none"> <li>1. <b>Reading Aloud to students</b>; 2. <b>Modelled Reading</b>; 3. <b>Shared Reading</b>; 4. <b>Guided Reading</b>; 5. <b>Independent Reading</b>, 6. <b>Home Reading</b></li> </ol> </li> <li>• Align reading framework to <b>Pearson's Gradual Release of Responsibility Model</b> (Refer Framework for the Teaching of Reading)</li> <li>• Ensure the 5 aspects of reading are explicitly addressed ie: <ol style="list-style-type: none"> <li>1. <b>Fluency</b>; 2. <b>Broad and Deep Vocabulary</b>; 3. <b>Active comprehension Strategies</b>; 4. <b>Text and Textual features</b>; 5. <b>Knowledge of the World</b></li> </ol> </li> <li>• Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of <b>inference</b> eg: <ul style="list-style-type: none"> <li>• Embed <b>comprehension strategies</b> into the reading procedures</li> <li>• Use the reading procedures as a focus for Instructional Leadership (HOC/Sector Leader) to build teacher capacity through <b>observation and feedback</b></li> </ul> </li> </ul> <p><b>Numeracy Priority</b></p> <ul style="list-style-type: none"> <li>• Embed <b>Numeracy Rich Routines</b> and <b>Maths Mental Warm -Ups</b> that address key aspects of number as identified through NAPLAN and internal data sources i.e. PAT M.</li> <li>• Develop best practice pedagogy and greater teacher knowledge in the teaching</li> </ul>

FOCUS AREA	SCHOOL PRIORITIES 2016	IMPROVEMENT STRATEGIES AND ACTIONS 2016
	<p><i>Develop Professional Engagement</i></p>	<p>of Mathematics</p> <ul style="list-style-type: none"> <li>• Ensure a range and balance of assessment tools are being used (Diagnostic, formative and summative) to support quality teaching and reporting.</li> <li>• 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</li> <li>• Practice and deepen number facts</li> </ul> <p><b>Master Teachers</b></p> <ul style="list-style-type: none"> <li>• Further action plan for Master Teachers to work alongside teachers to improve teaching practices that enhance student learning outcomes</li> </ul> <p><b>Master Teacher Action Plan</b></p> <p><b>Moderation</b></p> <ul style="list-style-type: none"> <li>• Develop opportunity for enhanced model of <b>School Moderation Processes</b> ensuring sound assessment practice (utilizing short 5 week data cycles)</li> </ul> <p><b>ASOT</b></p> <ul style="list-style-type: none"> <li>• Continue to develop and embed an overarching <b>Pedagogical Framework</b> based on ASOT</li> <li>• Investigate and implement locally selected Design Questions of the ASOT framework</li> </ul>
<p><i>Great People</i></p> <p><b>Leadership &amp; School Capability</b></p>	<p><i>Lead Teaching and Learning</i></p> <p><i>Develop self and others</i></p> <p><i>Lead improvement, innovation and change</i></p>	<p><b>Professional Learning Communities</b> – develop deliberate strategy</p> <p><b>Morayfield State School Organizational Framework</b></p> <ul style="list-style-type: none"> <li>• <b>Lead and model learning to develop a shared belief that all students can learn and all teachers can teach.</b></li> <li>• Leadership Teams</li> <li>• Year Level Teams</li> <li>• <b>Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning.</b></li> <li>• Further implement Year Level Lead Teacher Strategy <b>Lead Teacher Role Description</b></li> </ul> <p><b>Developing Capability</b></p> <ul style="list-style-type: none"> <li>• <b>Whole School Observation and Feedback Model</b></li> <li>• Enable teachers to engage in effective coaching opportunities to improve teaching practices.</li> <li>• Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.</li> <li>• Daily Instructional Rounds</li> <li>• Principal Performance Development Plan in place with ARD with clearly identified leadership focus.</li> </ul> <p>Implement processes to monitor staff and personal wellbeing through the <b>Health and Wellbeing Team</b></p> <p><b>Developing Performance Framework</b></p> <ul style="list-style-type: none"> <li>• Embed the DPF with all staff (teaching and non-teaching) ensuring alignment to school improvement priorities and individual needs.</li> <li>• Teaching staff Performance Plans align with AITSL: Australian Professional Standards for Teachers</li> <li>• Consultation and feedback structures are in place and occur in a timely manner (Once a term)</li> </ul>

FOCUS AREA	SCHOOL PRIORITIES 2016	IMPROVEMENT STRATEGIES AND ACTIONS 2016
<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>	<ul style="list-style-type: none"> <li>• Use peer observations, feedback, differentiated co-teaching and learning communities to enhance teaching practices.</li> </ul> <p><b>Improve Student Attendance</b></p> <ul style="list-style-type: none"> <li>• Analyse trends in student attendance and implement strategies to increase student attendance to 92.2% in primary years.</li> <li>• Employment of a <b>Student Attendance Officer</b></li> </ul> <p><b>Parent and Community Engagement Strategy</b></p> <ul style="list-style-type: none"> <li>• Employment of a <b>School Community Liaison Officer</b></li> <li>• Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement</li> <li>• Use multiple communication channels to communicate with parents e.g. email, SMS, telephone, web portal and letter, Facebook, positive postcards</li> <li>• Provide programs and opportunities for parents to build their capacity to support their child's learning</li> <li>• Actively seek and develop a wide range of community partnerships</li> </ul> <p><b>Partnerships</b></p> <ul style="list-style-type: none"> <li>• Continue to work with regional support services to support and sustain school improvement</li> <li>• Develop partnerships within and beyond the school that support student learning.</li> <li>• Embrace opportunities to collaborate with local communities.</li> <li>• Explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centers.</li> </ul>
<p><i>High Standards</i></p> <p><i>School Performance</i></p>	<p><i>Know your data</i></p> <p><i>Know your strategies</i></p>	<p><b>Explicit Improvement Agenda</b></p> <ul style="list-style-type: none"> <li>• Analyse whole school trends to maintain an explicit improvement agenda</li> <li>• Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted.</li> </ul> <p><b>Curriculum Teaching and Learning/ Discipline Audit</b></p> <ul style="list-style-type: none"> <li>• Implement recommendations from latest audit report.</li> </ul> <p><b>Internal Audit</b></p> <ul style="list-style-type: none"> <li>• Implement strategies to fulfil internal audit requirements and recommendations</li> </ul> <p><b>Opinion Survey Priorities</b></p> <ul style="list-style-type: none"> <li>• Use the opinion survey data to respond to concerns in order to ensure better outcomes for students.</li> </ul>

### 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 Positive Behaviour for Learning 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 embed a balanced reading program through a shared understanding and pedagogical practice
- Continue to develop and embed a balanced writing program through a shared understanding and pedagogical practice
- 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

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	982	482	500	43	91%
<b>2015*</b>	928	470	458	48	91%
<b>2016</b>	908	451	457	68	92%

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 2016, 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

### Overview

Morayfield East State School was established in 1991. The school is situated on the corner of Glenwood Drive and Graham Road Morayfield. In 2016 the school average enrolment was 912 students. This included 68 Aboriginal and Torres Strait Islander students. For 32 students English is an additional language or dialect. Student attendance was 91.6%. 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	24	23
Year 4 – Year 7	26	26	25
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery



At Morayfield East State School, we set high expectations for our students to grow and achieve as learners by providing quality education that prepares students to make well informed choices for their future.

Morayfield East's curriculum planning process is managed by a Head of Curriculum and guided by the systemic requirements of the Department of Education and Training *P – 12 Curriculum, Assessment and Reporting Framework*. Our curriculum has also been shaped in a number of ways through the Curriculum Reference Team – a group of teachers and school leaders, who meet regularly to focus on an ongoing curriculum agenda.

Teaching and learning at Morayfield East State School in 2016 incorporated:

- The Australian Curriculum which provides students with an opportunity to achieve standards consistent with all students in Australia
- English, Mathematics, Science, History and Geography delivered as discrete learning areas that follow the Australian Curriculum
- Other key Learning Areas based on the existing Queensland curriculum, which develops essential learning and ways of working. These Learning Areas include The Arts, Technology, Health and Physical Education and Language other than English (LOTE) - Japanese. In 2016 our Arts program focused on Music, Visual Arts, Dance and Drama
- Specialist lessons taught by specialist staff in Music, Dance, Drama, LOTE (Japanese) and Physical Education
- The introduction of Age Appropriate Pedagogy into all Prep classrooms to support children to be actively engaged, creative and successful learners

To maintain alignment of curriculum, pedagogy, assessment and reporting, teachers meet regularly in year level teams (including support staff) to collaboratively create curriculum plans. During these sessions the child's academic progress is kept foremost in our minds and informs the teaching and learning process.

In addition Morayfield East offer opportunities for students to excel and enrich their learning by providing parallel programs that align with classroom learning. Students are invited to participate in a school based extension Writing program and Problem Solving program that directly link with the Australian Curriculum English and Mathematics. In addition students also have an opportunity to participate in Personal Projects which are curriculum goal centred projects of learning focusing on engagement in writing.

## Co-curricular Activities

Morayfield East State School encourages children to participate in a wide variety of extracurricular programs in addition to the regular curriculum. 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 2016 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
  - UQ's Big Day Out
- Performing Arts
  - Dance Troupe
  - Drumming group
  - 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, Spelling and Mathematics
  - Impact Centre Projects – Just Write and Solve IT
  - High School Transition programs
  - Year Level excursions and incursions
  - Robotics
  - Opti-Minds
  - Write For Fun
  - Personal Projects
- Annual camp in Year 6
- Student Leadership Roles – School Leaders, Sports Captains, Library Leaders, Student Council

## How Information and Communication Technologies are used to Assist 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 2016.

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. The XO Laptop computer program continued in 2016. These low cost computing devices were used in various classrooms across the school site.

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 2016. Approximately twenty teams participated in the full day program supported 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

### Overview

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. In Term 2, 2016, this transitioned to Positive Behaviour for Learning (PBL) as a common language. 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 (SSS) 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 external agencies, school staff and school council leaders. The Chaplain works to support families and staff as identified through weekly SSS meetings and via administrative processes.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	87%	94%	89%
this is a good school (S2035)	90%	89%	85%
their child likes being at this school* (S2001)	92%	94%	89%
their child feels safe at this school* (S2002)	90%	83%	85%
their child's learning needs are being met at this school* (S2003)	83%	83%	81%
their child is making good progress at this school* (S2004)	87%	94%	93%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	94%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	87%	89%	89%
teachers at this school treat students fairly* (S2008)	79%	78%	85%
they can talk to their child's teachers about their concerns* (S2009)	94%	94%	89%
this school works with them to support their child's learning* (S2010)	87%	78%	81%
this school takes parents' opinions seriously* (S2011)	79%	81%	77%
student behaviour is well managed at this school* (S2012)	76%	72%	67%
this school looks for ways to improve* (S2013)	92%	82%	87%
this school is well maintained* (S2014)	92%	100%	93%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	93%	95%
they like being at their school* (S2036)	94%	93%	94%
they feel safe at their school* (S2037)	91%	86%	93%
their teachers motivate them to learn* (S2038)	98%	98%	98%
their teachers expect them to do their best* (S2039)	99%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	98%
teachers treat students fairly at their school* (S2041)	89%	90%	85%
they can talk to their teachers about their concerns* (S2042)	85%	89%	95%
their school takes students' opinions seriously* (S2043)	84%	90%	93%
student behaviour is well managed at their school* (S2044)	83%	78%	87%
their school looks for ways to improve* (S2045)	95%	97%	97%
their school is well maintained* (S2046)	92%	93%	93%
their school gives them opportunities to do interesting things* (S2047)	95%	91%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	95%	95%
they feel that their school is a safe place in which to work (S2070)	95%	95%	89%
they receive useful feedback about their work at their school (S2071)	86%	95%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	82%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	99%	97%	94%
student behaviour is well managed at their school (S2074)	81%	75%	70%
staff are well supported at their school (S2075)	85%	90%	82%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	89%	91%	87%
their school looks for ways to improve (S2077)	99%	97%	95%
their school is well maintained (S2078)	100%	100%	91%
their school gives them opportunities to do interesting things (S2079)	94%	95%	89%

\* Nationally agreed student and parent/caregiver items

# '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

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 and the impacts of those within the school context. In 2016, 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, community and school advertising (newspapers, LED board, posters around school) to maintain sharing of information. This was represented in the school community 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.).
- 25 year School Anniversary with school presentation run over 2 nights supported by school personnel and student presentation.
- Actively seeking volunteers for school events, Local Chaplaincy Committee (LCC), 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.
- Early Years Partnership established to connect feeder centres and community agencies to support prep transition.
- Whole school end of year celebration run by LCC - Carols by Torchlight, to bring the community together.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Through the school's Responsible Behaviour Plan for Students (RBPS), weekly lessons are taught across the school to address proactive and reactive behavior and wellbeing concerns. The Positive Behaviour for Learning curriculum also includes specific lessons to address appropriate behavior and identifying and responding to abuse and violence. Students are provided with skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

Annually the school participates in the 'National Day of Action against Bullying and Violence' and the 'Day for Daniel' with this curriculum included in Positive Behaviour for Learning (PBL) lessons. The Guidance Officer, School Chaplain and other staff also support student's skills in developing and maintaining respectful relationships through programs such as Rythm to Recovery and Friends for Life.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	123	137	141
Long Suspensions – 6 to 20 days	1	5	0
Exclusions	1	1	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.

## Environmental Footprint

### Reducing the school's environmental footprint

The school continues to work 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 2016 and is maintained by members of the student council. Water usage has been dramatically reduced due to replacement of bubblers/taps to self-closing units.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	194,295	8,663
2014-2015	211,748	9,837
2015-2016	203,807	2,550

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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	65	43	0
Full-time Equivalents	60	29	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	6
Bachelor degree	53
Diploma	3
Certificate	0

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$79 372

The major professional development initiatives are as follows:

- Whole school Curriculum Planning
- Problem Solving in Numeracy
- The Art and Science of Teaching Pedagogy Inservice
- Beginning Teacher Inservice
- Non Violent Crisis Intervention Training
- Neuroscience – Trauma and the Impact on Learning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

#### 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 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	85%

\*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

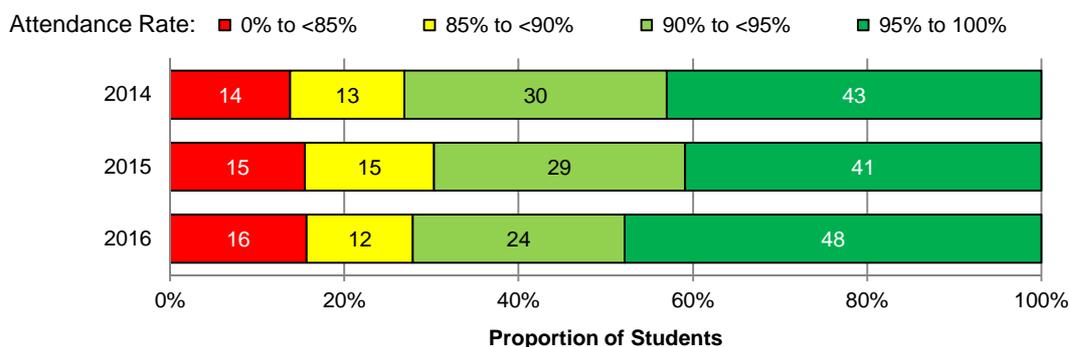
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	91%	93%	92%	94%	92%	88%					
2015	92%	92%	92%	89%	91%	91%	91%						
2016	92%	92%	91%	91%	91%	92%	91%						

\*Attendance rates effectively count 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

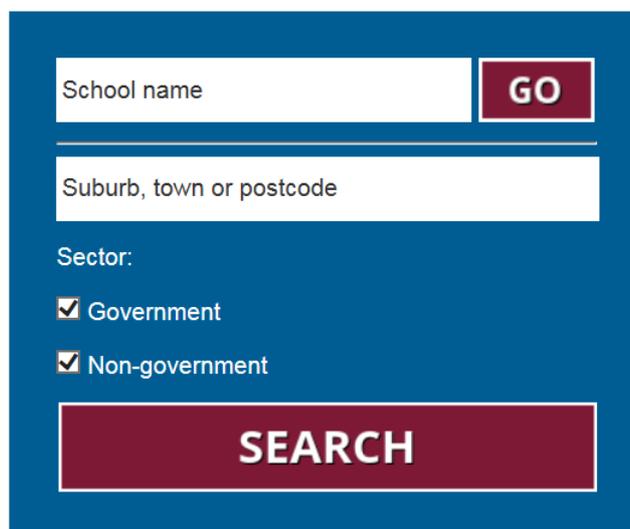
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

## NAPLAN

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



The screenshot shows a search form titled 'Find a school' on a blue background. It contains the following elements:

- A text input field labeled 'School name' with a red 'GO' button to its right.
- A text input field labeled 'Suburb, town or postcode'.
- A 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'.
- A large red button with the word 'SEARCH' in white capital letters.

Where it states '**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.