

Queensland State School Reporting – 2011

Morayfield East State School (1985)



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

The 2011 school year has seen Morayfield East continue the journey towards the introduction of the Australian National Curriculum. Our strong links to the community both locally and global enhances and enriches the experiences of both staff and students. Our commitment to lifelong learning is evident in our academic programs for students and professional development opportunities for staff. We are continually seeking and employing new technology to extend and expand the quality education provided for each and every student at Morayfield East State School.

School progress towards its goals in 2011

In 2011 all teachers altered their focus and energy from planning the curriculum to the delivery of curriculum through a differentiated approach to teaching students. All students are integrated into classroom programs and this inclusive approach to teaching and learning focuses on achieving success for all students.

There has been some improvement in the whole school approach to student behaviour expectations which has resulted in higher expectations of students, staff and parents through a consistent approach to student management and learning engagement.

2011 has seen the continued implementation of School-Wide Positive Behaviour Support which has enabled the staff to concentrate on student learning through effective management of student behaviour and clear rules and values

The school has continued strong relationships with QUT Caboolture through programs such as BGRA8, Teacher Education Done Differently (TEDD) and the Minnesota University pre-service teacher program.

The Morayfield Teacher Education Centre of Excellence (based at Morayfield East State School) has provided high quality field experiences and professional development for pre-service teachers through their engagement with the centre, their base school and their expert teacher mentor. Teachers within the base schools have also benefited from additional professional development opportunities and the opportunity to develop collegial relationships with their pre-service teacher and a network of teacher mentors across the

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state.

70% of the teaching staff have been working towards developing their pedagogical practices and have achieved a Pedagogical Certificate.

Future outlook

Morayfield East State School is focused on providing

1. A High Quality Learning Environment
2. A Positive School Culture
3. Effective School Operations

This will be achieved through high expectations of students, staff and parents as well as documented evidence of student achievement (knowledge of achievement data across the school by leadership team and all teachers) and an expert teaching team.

There will be a specific focus on:

1. Implementation of Australian Curriculum (using C2C as the primary resource package);
 2. U2B in all areas of NAPLAN;
 3. Guided Reading/Reading Comprehension;
 4. Writing; and
 5. Spelling
 6. 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.

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
985	461	524	93%

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 985 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	22.9
Year 4 – Year 10	26.5
Year 11 – Year 12	N/A
All Classes	24.5

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	136
Long Suspensions - 6 to 20 days	13
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

In 2011, 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.

The Science Spark program enabled staff and students to be involved in Science extension programs in 2011.

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 English and Maths for Year 6 -7

Japanese Languages Program

Indigenous Extension 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.
- Drama 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.
 - The Arts program has a number of additional activities available to children that include Talent Time, Carol Singing Competition, Spotlight Evening, Kids Sing, Come Sing,
 - Community events include. Anzac Day March, Under 8s Day and participation in the Caboolture Show.
 - 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 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 2011.

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 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. Students can access "Mathletics" and "Reading Eggs".

An IT technician was employed two days a week 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 inservice 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 skills through professional development provided both by the school and the Education Department.

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.
- Morayfield East has implemented Program Achieve to support the social skill and values development for children.
- Student referrals to the Behaviour Support Centre appear to be reducing. This can be attributed to productive parent/school partnerships and to the quality teaching practices with a focus on interesting curriculum.

Parent, student and teacher 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 2010 to 2011. Parent satisfaction has risen 2% with their education and a 11% increase with the school. Staff satisfaction has risen 5% from 2010 to 2011.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	73%
Percentage of students satisfied that they are getting a good education at school	82%
Percentage of parents/caregivers satisfied with their child's school	87%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	67%
Percentage of staff members satisfied with morale in the school	83%

DW – Data withheld

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

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. Investigation into the use of recycled water continues. To reduce significant paper use, the school continues to use an electronic version of the newsletter. A classroom recycling program has been introduced in 2011 and maintained by member of the student council.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	211,929	1,321
2010	177,285	1,296
% change 10 - 11	20%	2%

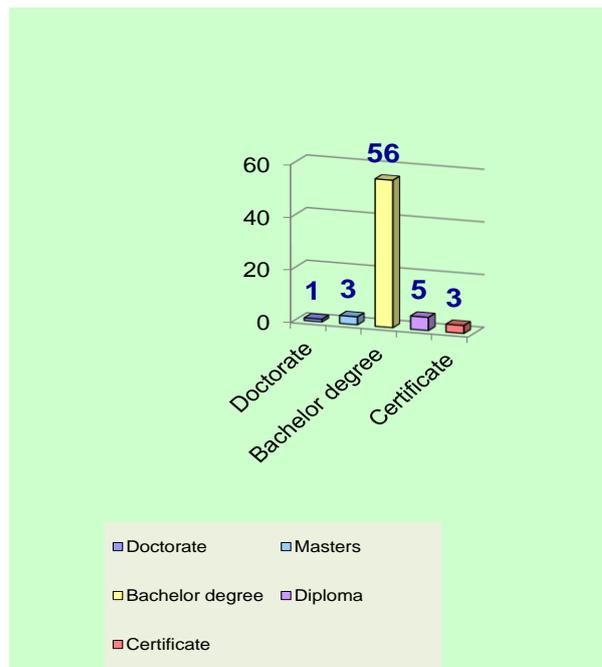
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	68	30	<5
Full-time equivalents	64	20	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Bachelor degree	56
Diploma	5
Certificate	3



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$19000.

The major professional development initiatives are as follows:

- Catering for Diversity
- SWPBS: Circle Time PD
- Marzano Institute: The Art & Science of Teaching
- Maryborough Music Conference
- Situational Leadership
- ICT The New Learning Place
- Interactive Whiteboard Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2011 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 **GO**

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

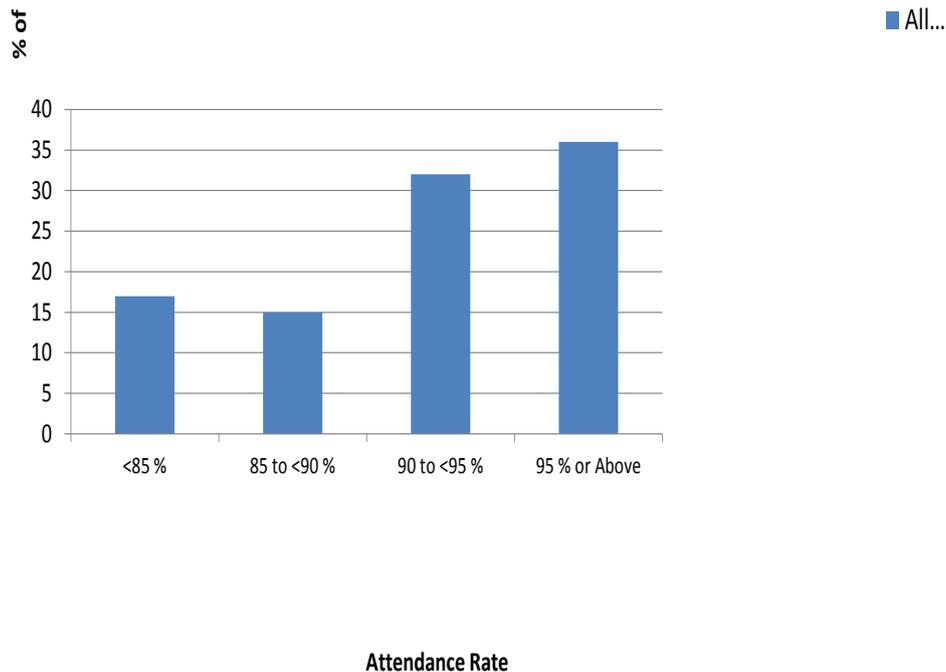
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	90%	93%	91%	91%	91%	90%

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Performance of our students

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.

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/>.

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Achievement – Closing the Gap

In 2011, the gap between Indigenous and non-Indigenous students scale scores in Year 3 Reading was 112 points. In numeracy this was 111 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 2011, there was a gap of 9% between Indigenous and non-Indigenous attendance rates.