

Morayfield East State School

Queensland State School Reporting

2013 School Annual Report



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Principal's Foreword

Introduction

The vision for Morayfield East State School is be a school of choice committed to high standards of learning and celebrations of success.

Our entire community contributed to the development of our vision statement this year and it guides my work as Principal, every day. In the pages below I present to you the initiatives and programs that support your child through their learning journey at Morayfield East State School and that demonstrate my commitment on behalf of the staff at our school, to nurture each student's learning and achievement.

In 2013 the continuity of learning in an environment of high expectations is evident across all facets of student life at Morayfield East State School which enables students to attain high levels of achievement. These academic achievements cannot be attained without the dedication of a highly effective teaching team and parent and community engagement. The emphasis on continued review and evaluation of learning at Morayfield East State School, places both teachers and students well for the continued implementation of the National Curriculum, under the auspice of the Australian Curriculum, Assessment and Reporting Authority.

I am sure that as you read through our 2013 Annual Report you will join me in celebrating the amazing diversity of learning opportunities our young people are engaged in; the achievements

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demonstrated across all disciplines; and the tireless enthusiasm of our dedicated workforce and community.

The support with involvement from our parents continues to enable our school to provide our students outstanding educational opportunities where they feel confident and supported to be the best they can be.

Congratulations on an outstanding year of educational excellence.

Judy Menary
Principal

School progress towards its goals in 2013

2013 was a very exciting year for Morayfield East State School with successes in many different aspects of the incredibly busy and complex programs in which our students' are engaged. It was extremely rewarding to see our students achieve levels of excellence in academic, sporting, musical and language pursuits and to have our parent community indicate an overwhelming level of satisfaction.

During 2013 the school focused on priorities under the headings of School and Community Partnerships; School Curriculum; Teaching Practice and Principal Leadership and School Capability. Strategies included:

- Improving performance of students in literacy, numeracy and science through targeted initiatives and the introduction to the Australian Curriculum for English, Math and Science.
- Continuing improvement strategies in English, Maths and Science through high quality focussed teaching and learning with targeted prevention, intervention and extension strategies.
- Implementing targeted support programs for identified children. Pre and Post tests and / or developmental mapping indicators were used to track progress.
- Strengthening differentiation of teaching and learning strategies to suit individual needs and use of performance data to set targets and monitor success of intervention, prevention and extension activities.
- Building teacher capacity to use OneSchool Student Performance data to inform teaching and learning practices and to better differentiate programs to support student needs.
- Developing high standards of behaviour across the school and a supportive school culture, based on SWPBS Program implementation.

A selection of 2013 priorities and achieved strategies and actions include:

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FOCUS AREA	SCHOOL PRIORITIES 2013	ACHIEVED STRATEGIES AND ACTIONS 2013
School & Community Partnerships	<ul style="list-style-type: none"> • Getting Ready For Secondary School • Continued effective communication and partnership with school community and P&C • School Opinion Survey priorities • Closing the Gap for indigenous parents and community 	<ul style="list-style-type: none"> • Partnered with Morayfield State High School in the Transition Program for Year 7 students; Junior Secondary philosophy; contextual considerations • Achieved greater engagement of parents in the promotion and participation in school activities • Improved the trust and relationships with whole school community • Continued to improve P&C interactions and relationships • Implemented 2013 school attendance policy • Continued deliberate focus on School Wide Positive Behaviour Support programs for all students • Regularly showcased student achievements
School Curriculum	<ul style="list-style-type: none"> • Implement the Australian Curriculum • Reading • Writing • Numeracy • Spelling • Fully implement Whole School Assessment Framework • Differentiation of curriculum planning, teaching and assessment for students • Focus on Early Intervention • Closing the Gap for indigenous students • Utilise the Disability Standards for Education and More Support for Students with Disabilities policies to further develop inclusive practices 	<ul style="list-style-type: none"> • Embedded and enhanced the implementation of Australian Curriculum (Maths, Science & History) utilising C2C • Commenced History implementation utilising departmental resources • Established Curriculum Reference team • Embedded Quality standards for Guided Reading and Writing • Developed a Whole School Balance Reading Program • Enhanced a whole school intervention model (Focus Groups) • Continued regular, scheduled and facilitated collaborative year level planning; teaching; moderation and reporting for all classroom teachers • Implemented the minimum curriculum time requirements for all Qld State Schools • Maintained and enhanced whole school curriculum framework • Maintained and enhanced school –based Australian Curriculum implementation plan • Developed a school – based Phonological Program

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FOCUS AREA	SCHOOL PRIORITIES 2013	ACHIEVED STRATEGIES AND ACTIONS 2013
Teaching practice	<ul style="list-style-type: none"> • Develop and enact a pedagogical framework based on Art & Science Of Teaching • T&L Audit priorities • Priorities based on data (e.g. NAPLAN/PAT/school-based data) 	<ul style="list-style-type: none"> • Whole Senior Leadership Team collaboratively led reform and pedagogical change • Established an Instructional Leadership Team to lead, advise and inform implementation of Art and Science of Teaching (ASOT) Framework • Engaged with regional Instructional Leaders • Established a Data Team • Created a process for whole staff analysis of data • Developed a whole school assessment framework • Utilised data to inform teaching (ASOT) and through 3x3 meetings with sector leaders • Developed Individual Behaviour Support Plans and individual support plans for identified students • Developed student portfolios
Principal Leadership and School Capability	<ul style="list-style-type: none"> • Embed the Developing Performance Framework for all staff based on the school improvement priorities • Build Capacity of all staff • Create whole school learning community 	<ul style="list-style-type: none"> • Embedded the Developing Performance Framework and Professional Support for all staff • Focussed and planned Professional Development schedule based on School Improvement Priorities • Continued leadership through eLearning team • Strategically utilised teacher aides to enhance delivery of school priorities • Leadership team conducted regular and strategic supervision program • Established mechanisms to give staff feedback and support practice • Created an effective school Induction Program • Defined appropriate Senior teacher roles

2013 saw an amazing Family and Friends Festival run by our very dedicated band of volunteers through the Parents and Citizens Association. This Festival was held in August and promises to be an annual event. The festival was a huge success that witnessed a large number of people coming through the school gates and many community organisations being part of a terrific celebration. As well as an outstanding example of team work and super organisation, the event raised money for the school that is being prioritised through the P&C budgeting process.

An opportunity to celebrate the outstanding achievements of our students across all facets of schooling was introduced in 2013 through our whole school assemblies. These assemblies occur in

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the last week of each term, where students that have achieved a level of excellence through attendance, academic, sporting, performance or effort, are recognised in front of the whole school.

The strong focus on quality ICT throughout our school was continued with interactive whiteboards now in all classrooms throughout the school as well as connection to the internet. A key focus for 2013 was to improve the integration and reliability of all ICT equipment within our school through the elearning leadership team. Our futuristic model for Information, Communication and Technologies (ICT) embraces the concept of personalised devices, and the concept of any time, any place access for students to engage with technology in learning. A major infrastructure overhaul during 2013 has improved bandwidth in order to meet the heavier demands of ICT usage in the school, with future investment targeting mobile devices to support classroom learning.

The 2013 major focus was to re-culture all school practices. The 2013 Staff opinion survey data indicates that this has been a very successful initiative where 97.3% of the staff feel that staff morale is positive at this school. This the highest rating ever. The staff also rate the school favourably in other areas of the opinion survey with 98.7% saying that this is a good school and would recommend it to others. 100% of staff feel confident using student assessment data to improve student achievement at this school and that students are encouraged to do their best at Morayfield East State School

Our 2013 priority on student learning data indicates that the high expectation of students continues to be reinforced. In the 2013 school opinion data, the parents agree that students are getting a good education at Morayfield East State School. 100% of parents are satisfied that teachers at this school expect children to do his/her best and 94% report that the teachers at this school provide their child with useful feedback about his or her school work.

Morayfield East has worked hard during 2013 to establish practices that collect and use a range of data for evidence based decision-making. We believe that if we know our students, we can focus our teaching and the student learning, and measure our teaching performance. In line with our priorities, Guided Reading has been our particular focus in 2013 through the employment of a Literacy Coach.

Future outlook

At Morayfield East State School we are committed to attaining the highest achievement for each and every student. Our school has a very clear and strong vision that directs our professional actions through our *high standards of learning and celebrations* of success. As part of our commitment to striving for the ever moving target for excellence, we set clear focus areas that will drive explicit improvement in 2014 when we will complete a Quadrennial School Review and complete our next Strategic Plan. In 2014 we will continue to focus on the priorities under the headings of School and Community Partnerships; School Curriculum; Teaching Practice and Principal Leadership and School Capability:

1. School and community partnerships: We will actively cultivate strong partnerships to enrich relationships and connectedness within and beyond our school, parents and community. A priority

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for 2014 will continue the *Getting Ready for Secondary School* process to inform our school and coalition practices to create a seamless transition of Year 6 and 7 students into high school in 2015.

2. School curriculum: The embedding of the Australian Curriculum will continue to be the focus of energy towards curriculum, teaching and learning, with extensive continuous professional development, and ongoing collaborative staff effort to meet the challenge. We aim to ensure that at Morayfield East we embed the Australian Curriculum beyond content into innovative curriculum, teaching and learning best practice. The development of whole-school programs combined with extensive professional learning that is monitored by an evaluative Performance Development Framework will ensure consistency and quality assurance during this process.

3. Teaching practice: We will embed the effective use of data, research, evidence-based pedagogy and reflective practice to inform and respond to diverse student learning needs. High quality teaching focused on the achievement of every student will be developed through a whole school pedagogical framework based on Robert Marzano's *Art and Science of Teaching* (2007).

4. Principal leadership and school capability: In 2014 our work will embed a positive culture of learning, collaboration, professionalism, acknowledgement and celebration. Instructional leadership at Morayfield East will develop high performing teams who use data effectively to focus teaching, measure student learning and evaluate our performance, with an unrelenting focus on improvement through developing staff and student capability.

In 2014, the priority areas will include the following strategies:

- Continued and refined implementation of the Australian Curriculum in a responsive and dynamic way
- Adapting curriculum plans to meet student learning needs and school context
- Embedding higher order thinking skills in the enacted curriculum
- Striving for excellence through consistency in every classroom
- Improved student performance in the Early Years
- Developing teacher capability through mentoring and feedback
- Develop and enact an Instructional Model based on approved framework - ASOT
- Explicitly focus on common agreed teaching practices in priority areas of Maths and Writing
- Data driven differentiation
- Implement the Developing Performance Framework for all staff with a focus on formal feedback
- Parent and community engagement to be active partners
- Maintain School Wide positive behaviour
- Improved attendance for all students achieved by effective follow up by staff and information to all families.

Morayfield East State School has adopted the Art and Science of Teaching (ASoT) as its teaching framework. Extensive professional development opportunities will be provided to build staff expertise and strategies to be introduced in classrooms. The Art and Science of Teaching will be implemented across the entire school and used to refine key support programs and curriculum units and teaching strategies in the school. It will also guide the implementation of the Australian

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Curriculum and other key imperatives. A continued commitment to Instructional Leadership will ensure that key leaders have a curriculum focus and be active coaches and mentors for teaching staff. Working regularly in classrooms, planning quality training opportunities and defining consistent school wide practices will provide a foundation for continued student learning and achievement success.

In the future the school will continue to strive for excellence in providing a supportive school environment through a focus on our school purpose of holding *our core values of honesty, integrity, respect and responsibility as our guiding principles*. We will provide a quality education that prepares students to make well informed choices for their future.



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	985	461	524	93%
2012	974	466	508	93%
2013	938	462	476	93%

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

Characteristics of the student body:

Morayfield East State School was established in 1991. The school is situated on the corner of Glenwood Drive and Graham Road Morayfield. The school averaged 938 students. Enrolment has been consistent for a number of years. Student attendance (92.4%) increased in 2013. This was an increase of 1% from the previous year with absences being explained or investigated.

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

Average Class Sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	23	23
Year 4 – Year 7 Primary	27	26	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	136	149	115
Long Suspensions - 6 to 20 days	13	18	7
Exclusions	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

In 2013 curriculum at Morayfield East State School was defined by The Australian Curriculum in the core learning areas of English, Mathematics, Science, and History. Implementation of this curriculum was supported by resource materials provided by Education Queensland in the form of Curriculum Into the Classroom (C2C). The Queensland Curriculum, Assessment and Reporting (QCAR) Framework outlined the curriculum in the remaining learning areas of HPE, the Arts, LOTE (Japanese), Studies of Society and Environment, and Technology which informed the design of our school based units of work.

At Morayfield East State School we have specialist teachers employed to teach LOTE, Music and Physical Education.

Our music education is provided by qualified Music teachers and taught from Prep to Year 7 on a regular weekly basis. The essential skills of the Music Program are aurally and visually identifying and responding to, singing and playing, reading and composing music.

Weekly Physical Education lessons are taught in Prep to Year 7. This program covers a range of skill development, game knowledge and age appropriate movement studies. Children in Years 5, 6 and 7 participated in both winter and summer inter-school sport. Prep to year 7 participated in an annual cross country and athletics carnival. Representative sport opportunities arise through students trialling in a wide variety of sports for District, Regional, State and then National representation. 2013 saw the inclusion of a perceptual motor program for prep and lower primary students to target the development of the foundation skills that promote physical health and development.

In LOTE students in year 4 and 5 learned cultural language and year 6 and 7 learned Japanese. Students learned to communicate and comprehend the language and developed an understanding of the culture of Japanese people.

Focus Groups in Literacy provided the foundation of the Learning Support Program at Morayfield East State School in 2013. The structure of this program puts a spot light on guided reading as supported in our annual implementation plan. Additional targeted extension and intervention groups were identified in year 2 to 7 for literacy and numeracy.

Extra curricula activities

Our school offers a wide range of activities designed to enhance the learning engagement of students and extend their experiences:

Throughout 2013, the students at Morayfield East State School continued to experience a wide variety of activities encompassing academic, sporting, cultural and social domains.

A snapshot of some of these experiences include:

- Inter and Intra school sport including District, Regional, State and National sporting opportunities
- Student Leadership Roles – School Leaders, Music Leaders, House Captains, Junior House Captains, Library Leaders, School Council
- School Leaders' Day
- Annual Camps in Year 6 and 7
- Classroom Excursions and Incursions
- Instrumental program involved in Woodwind, Brass, Percussion and String.
- School instrumental band
- Rock Band
- Drumbeat
- School Disco
- Premier's Reading Challenge
- ICAS testing
- 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
- School Choirs
- Dance Troupe
- Robotics
- Murri Club (Indigenous students' activity group)
- Lunch time games e.g. table tennis
- Morayfield East State School's Family and Fun Festival (Morayfield East State School's P&C major fundraiser) provides an opportunity to showcase our school through parent, staff, student and community involvement
- Morayfield East State School Carols by Torchlight
- Community events include Anzac Day March and Under 8s Day

How Information and Communication Technologies are used to assist learning

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.

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 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 2013.

A small number of staff have participated in professional development and training with XO Laptop computers in 2013. From this two (2) classes have begun using these low cost computing devices. Expansion of this program is planned for 2014.

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 played host to the regional LEGO Robotics competition in 2013. 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 a community that has high expectations for every student to be successful in their learning and social development. These high expectations are underpinned by four pillars that support our community's success. These pillars: *Respect, Learning, Responsibility* and *Safety* are drawn from our School's acclaimed School Wide Positive Behaviour Support program which is supporting students through universal and student specific strategies. It is expected that every person, every day who enters the school grounds lives these values and visibly demonstrates them in their words and their actions.

Respect: Members of the school community, be it student, staff or parent demonstrate respect for the other people with whom they share the learning environment.

Learning: Every student, every day is engaged and learning in curriculum that is meaningful and relevant to their educational development.

Responsibility: Successful outcomes are achieved by everyone fulfilling their roles in the education process.

Safety: Every member of our school community has the right to be safe, where physical and emotional wellbeing is an entitlement of everyone.

In addition to a culture of high expectation it is the belief that every student comes to school with their own areas of strength and their own individual needs. To support students and families in achieving success and to overcome the challenges in their life, a dedicated Student Support Services Team works to ensure the academic success and emotional wellbeing of the student body. This team works through the staff to recognise the area of need in our classrooms and to come up with solutions. These solutions can range from school wide social justice initiatives to targeted interventions for individuals. At the heart of the student services program is a very active chaplaincy service which is recognised by students and their families as a valuable support in good times and in bad.

Morayfield East State School is a buoyant learning community that is dedicated to supporting students in being the best they can.

Parent, student and staff satisfaction with the school

Parents and community members place high importance on the education of their children. Parents believe that the school takes their concerns seriously with the measure increasing by 15%. Students were pleased with the concern that teachers demonstrated towards them. They also believe that Morayfield East is a well-managed school. This degree of satisfaction rose 14%. A similar increase was also demonstrated in the care and maintenance of the school in general. Staff satisfaction has maintained a high standard across the performance measures.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	91%
this is a good school (S2035)	94%	91%
their child likes being at this school* (S2001)	97%	97%
their child feels safe at this school* (S2002)	91%	84%
their child's learning needs are being met at this school* (S2003)	94%	88%
their child is making good progress at this school* (S2004)	97%	87%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	94%
teachers at this school motivate their child to learn* (S2007)	97%	94%
teachers at this school treat students fairly* (S2008)	87%	84%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%
this school works with them to support their child's learning* (S2010)	97%	88%
this school takes parents' opinions seriously* (S2011)	79%	94%
student behaviour is well managed at this school* (S2012)	69%	78%
this school looks for ways to improve* (S2013)	93%	90%
this school is well maintained* (S2014)	88%	94%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	94%
they like being at their school* (S2036)	93%	93%
they feel safe at their school* (S2037)	90%	92%
their teachers motivate them to learn* (S2038)	98%	99%
their teachers expect them to do their best* (S2039)	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	97%

Our school at a glance

teachers treat students fairly at their school* (S2041)	88%	89%
they can talk to their teachers about their concerns* (S2042)	82%	94%
their school takes students' opinions seriously* (S2043)	86%	93%
student behaviour is well managed at their school* (S2044)	73%	87%
their school looks for ways to improve* (S2045)	98%	98%
their school is well maintained* (S2046)	91%	97%
their school gives them opportunities to do interesting things* (S2047)	90%	98%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	99%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	93%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	92%
staff are well supported at their school (S2075)	93%
their school takes staff opinions seriously (S2076)	95%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	99%
their school gives them opportunities to do interesting things (S2079)	93%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

We believe that student success is achieved through the collaborative efforts of the teacher, the student and the family. At Morayfield East State School parents are recognised as a critical element in their child's education and their involvement and contribution is actively sort. Opportunities for students' parents to be involved in their child's education include:

- Formal meetings between parents and teachers scheduled twice yearly and encouraged on a needs basis outside of this time.
- Weekly Assemblies to celebrate student success and inform the school community of key information.
- A Parents and Citizens Association where consultation and collaboration occurs with school personnel to deliver and endorse key initiatives, school policies, procedures and the use of targeted educational programs and resources.
- A comprehensive enrolment process that creates links between each student's teacher and parents.
- Regular celebrations of learning when students showcase their learning and achievement for parents and families.
- Whole school Extra-Curricular activities held regularly to celebrate student effort. (Sports Day, Cross County, Book Week and Under 8's Day.)
- Parent volunteers are welcomed into classrooms and at all school activities and events.

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. A reduction in electricity usage has been achieved in 2013. The school works closely with Moreton Bay Regional Council to monitor and reduce the amount of rubbish produced on the site. In 2013, the school was able to dramatically reduce the amount Skip Bins sent to landfill. 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 2013 and is maintained by members of the student council.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	211,929	1,321
2011-2012	200,621	134
2012-2013	182,325	1,753

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

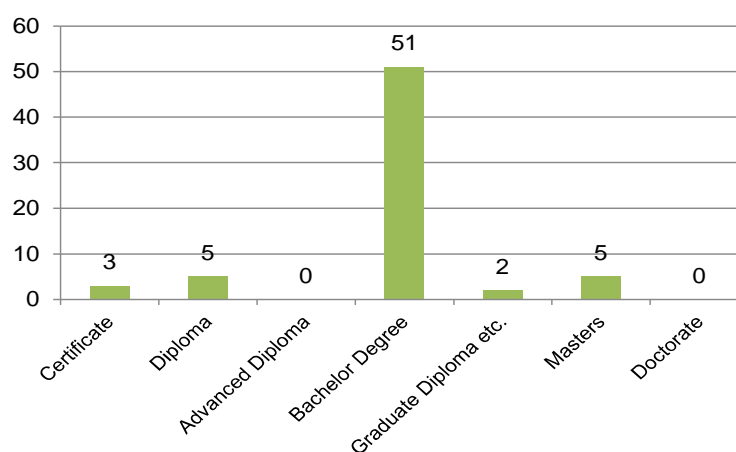
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	66	28	0
Full-time equivalents	63	20	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	5
Advanced Diploma	0
Bachelor Degree	51
Graduate Diploma etc.	2
Masters	5
Doctorate	0
Total	66



* 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 2013 were \$ 28728

The major professional development initiatives are as follows:

- Marzano Institute: The Art & Science of Teaching
- Marzano Institute: Development of Leadership
- Jenny Naylor Learning Agency

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

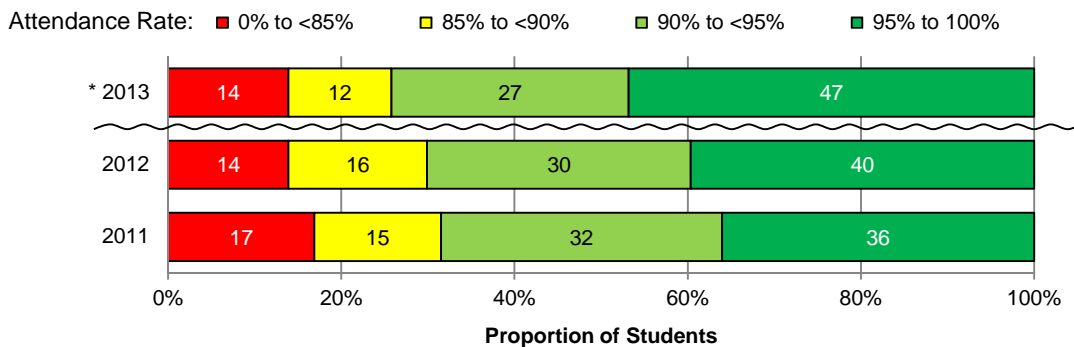
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	90%	93%	91%	91%	91%	90%					
2012	92%	92%	92%	92%	89%	92%	90%					
2013	92%	93%	93%	93%	93%	92%	91%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

Students who have maintained a 100% attendance record during each term are recognised with a certificate at the end of the term. Students who have maintained a 97% attendance record are also recognised with a certificate at the end of term. The class with the highest attendance record for the term is also recognised for their achievement with a class celebration.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

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 2013, the difference in the reading scale score for year three were 45 points. In year 5 and year 7 during the year the scores were reduced to 8 and 4 points respectively.

In 2013, the attendance rates between indigenous and non-indigenous students were the same. Indigenous student attendance increased by 6% in 2013 when compared to 2012.