Morayfield East State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

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

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

School progress towards its goals in 2014

The theme for our school in 2014 was **Reflect & Review** underpinned by the following principles:
- 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 continuous improvement of student learning.
- Improvement of student learning involves focused reflection and review regarding data, sharing practice, feedback and taking action.
- High expectations for teacher growth and enhancement of pedagogical skills and capability drive reflection and review.
- Leaders across the school have a strong role in modelling and leading reflection and renewal.

During 2014 the school completed a Quadrennial School Review to analyse achievements and to formulate the Strategic Plan for 2014 - 2017. Throughout the year final strategies were completed to move from one Strategic Phase to the next.

Key activities during 2014 included:

- Strategic planning for Year 7 moving to High School in 2015.
- Focus on Early Intervention through implementation of the *Great Results Guarantee*
- Continued effective communication and partnership with school community and P&C
- Continuing development of coherent, sequenced plans for curriculum delivery ensuring consistent teaching and learning expectations in terms of the intended curriculum in English, Maths, Science, History and Geography
- Incorporating the Australian Curriculum into local planning documents.
- Implementing the Australian Curriculum through the participation in Regular, scheduled and facilitated collaborative year level planning; teaching; moderation and reporting MESS (Meetings to Enhance Student Success) for year level teams once per term, led by HOC
- Developing and implementing Extension and Enrichment Programs for students to help build a more consistent, whole school approach.
- Further developing teacher feedback processes with a focus on strategies in relation to ASoT New Knowledge and Learning Goals and Feedback.
- Further involving class teachers in ASoT PD sessions to develop peer coaching and mentoring relationships across the school, including in-class observation and feedback.
- Implementing a Quadrennial School Review Process in conjunction with the Teaching and Learning Audit to provide a new Strategic Plan.
- Closing the Gap for indigenous parents and community
- Continued Implementation of School Wide Positive Behaviour Support
- Regularly Showcase of student learning and achievements
- Implementation of whole school Intervention Plan
- Implementation of school – wide Inclusive Practices utilising the *Disability Standards for Education* and *More Support for Students with Disabilities* policies to further develop inclusive practices

The following documents were developed collaboratively in 2014 to support the school improvement agenda:

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

Progress towards the 2014 goals:

FOCUS AREA	MESS SCHOOL PRIORITIES 2014	MESS IMPROVEMENT STRATEGIES AND ACTIONS 2014	PROGRESS TOWARDS 2014 GOALS
School & community partnerships	• Transition to Secondary School • Continued effective communication and partnership with school community and P&C • Closing the Gap for Indigenous parents and community • Continue Implementation of School Wide Positive Behaviour Support • Improve School Performance	• Implement Partnership Agreement with Morayfield State High School in pedagogy; transition Program for Year 7 students; Junior Secondary philosophy; Behaviour Consultancy; contextual considerations • Parent and Community Engagement Action Plan • Whole school Attendance Policy • Implement Discipline Audit Action Plan including Anti-Bullying Policy • Review Responsible Behaviour Plan for Students • Regularly Showcase student achievements • T&L Audit Action Plan and QSR priorities	• Completed 2014 • Completed 2014 & ongoing 2015 • Completed 2014 • Ongoing 2015 • Ongoing 2015 • Ongoing 2015 • Completed 2014
School curriculum	• Implement the Australian Curriculum (Maths, Science, History & Geography) • Focus areas: • Writing • Numeracy • U2B • Differentiation of curriculum planning, teaching and assessment for students • Focus on Early Intervention • Implement whole school Intervention Plan • Implement school – wide Inclusive Practices • Utilise the Disability Standards for Education and More Support for Students with Disabilities policies to further develop inclusive practices	• Whole school curriculum, assessment and reporting plan • Regular, scheduled and facilitated collaborative year level planning; teaching; moderation and reporting MESS (Meetings to Enhance Student Success) for year level teams once per term, led by HOC • Whole school Writing framework • Whole school Numeracy Action Plan • Whole School approach to balanced reading • Whole school intervention model (Focus Groups and Numeracy strategy for U2B) • Early Phase Intervention model through implementation of the Great Results Guarantee Action Plan • Early Phase Phonological Program • Action Plan for Inclusive Schooling	• Completed 2014 • Completed 2014 • Partially completed 2014 & ongoing 2015 • Partially completed 2014 & ongoing 2015 • Completed 2014 • Partially completed 2014 & ongoing 2015 • Partially completed 2014 & ongoing 2015 • Partially completed 2014 & ongoing 2015
Teaching practice	• Develop and enact a pedagogical framework based on Art & Science Of Teaching • Implement regular formal process of data analysis • Embed ASoT and SWPBS pedagogical strategies for enhanced student learning (SWPBS = Improved Learning)	• ASoT Implementation Plan • Whole School Assessment Framework • Whole staff analysis of data • 3x3 meetings with sector leader • Priorities based on data (e.g. NAPLAN/PAT/school-based data).	• Partially completed 2014 & ongoing 2015 • Partially completed 2014 & ongoing 2015 • Completed for 2014 • Completed for 2014 • Completed for 2014

Principal leadership and school capability	• Embed the Developing Performance Framework for all staff based on the school improvement priorities • Build Capacity of all staff • Introduce Australian Professional Standards for all teachers • Develop professional learning community	• Embed Developing Performance Framework and Professional Support for all staff • Whole school leadership teams • Professional Learning Plan • Establish Success Team Regular and strategic supervision program by Leadership team • Whole school mentoring and feedback framework • School Induction Program • Introduce Learning and Wellbeing Framework	• Partially completed 2014 & ongoing 2015 • Completed and embedded 2014 • Completed and embedded 2014 • Completed and embedded 2014 • Partially completed 2014 & ongoing 2015 • Partially completed 2014 & ongoing 2015 • Partially completed 2014 & ongoing 2015

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 created 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 be provided to build staff expertise and strategies to be introduced in classrooms. The 2014 - 2017 Strategic Plan sees the Art and Science of Teaching become embedded across the entire school and used to refine key models of feedback, mentoring and observations across the school. It will also guide the implementation of the National Curriculum and other key imperatives.

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

2015 will see a continued commitment to:

• Initial Implementation of the Whole School Teaching and Learning Improvement Framework

Literacy Priority

• Developing and embedding a balanced writing program through a shared understanding and pedagogical practice of the 4 writing procedures: 1. Modelled Writing; 2. Shared Writing; 3. Guided Writing; 4. Independent Writing
• Embed Sheena Cameron writing strategies into the writing procedures
• Align writing pedagogy to Pearson's Gradual Release of Responsibility Model
• Fully implement 7 Steps to Writing teaching processes and resources

• Continuing to embed a balanced reading program
    o Embed a shared understanding and pedagogical practice of the 6 reading procedures
    o Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading, 6. Home Reading
    o Align reading framework to Pearson's Gradual Release of Responsibility Model
    o 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
    o Continue the use of a variety of quality teaching processes and resources to support the development of the literacy skill of inference

Numeracy Priority

- Embed Numeracy Rich Routines and Maths Mental Warm –Ups that address key aspects of number as identified through NAPLAN and internal data sources
- 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

- Develop an 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

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 - 2013 / 2014 in preparation for 2015 NAPLAN and development of a NAPLAN Action Strategy with a focus on improving Reading, Numeracy and U2B

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

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014:   **Prep Year - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	974	466	508	93%
2013	938	462	476	93%
2014	982	482	500	91%

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 982 students. Enrolment has been consistent for a number of years. Student attendance remains stable at 92.2%. The four year trend shows a steady increase in student attendance rates at school.

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

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	23	23	24
Year 4 – Year 7 Primary	26	26	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	149	115	123
Long Suspensions - 6 to 20 days	18	7	1
Exclusions#	0	0	1

Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

At Morayfield East State School it is expected that every student in every classroom is engaged in their learning and striving to be the best they can be. In 2014 curriculum implementation was guided by the systemic requirements of the Education Queensland P-12 Curriculum, Assessment and Reporting Framework and The Australian Curriculum. The core learning areas of English, Mathematics, Science, and History was extended to the introduction of Geography.

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

In addition Morayfield East offered opportunities for students to excel and enrich their learning by providing programs that align with classroom learning. In 2014 we introduced an Accelerated Writing program that had direct links with the Australian Curriculum English, along with Personal Projects which were curriculum goal centred projects of learning.

Extra curricula activities

Our school offers a wide range of activities designed to enhance the learning engagement of students across all year levels and extend their experiences.

Throughout 2014 students had many opportunities to be involved in these activities:

- Enrichment events including: celebrating book week, under 8's day, school discos, lunchtime clubs, School Leaders' day, community events include Anzac Day march and Murri Club

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

- Sport
    - Inter and Intra school sport including District, Regional, State and National sporting opportunities

- Academic
    - Premier's Reading Challenge
    - International Competitions and Assessments for Schools (ICAS) testing in English, Spelling and Maths
    - Upper 2 Bands project in Numeracy
    - Robotics
    - Annual camps in Year 6 and 7
    - Classroom excursions and incursions
    - 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 2014.

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

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

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

Morayfield East played host again to the regional LEGO Robotics competition in August 2014. 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 learning community that is focused on delivering successful outcomes for every student. This success is the product of an expert teaching team, a rigorous and meaningful curriculum and strong partnerships with students and their families. Complementing quality curriculum and pedagogy is a strong focus on student wellbeing and social growth. Key aspects of this is an extensive student support services program and the School Wide Positive Behaviour Support (SWPBS) program.

The Student Services program uses an array targeted interventions and expert specialised staff to promote success for all students regardless of their situation or circumstances. Accompanying academic programs being delivered in class are chaplaincy, communication and social skills initiatives that look seek to develop every facet of the student school life. Through the strategic use of technical, physical and human resources the Student Services team works in collaboration with class teachers to ensure that Morayfield East State School is an inclusive community.

The SWPBS program is a strong feature of the school culture and is evident in every classroom and play space in the school. The affirmative language and reference to the schools expectations is a feature of the relationships that exist between students, their peers and their teachers.

Morayfield East State School is a learning community that has high expectations for all students and believes that every day every student has the opportunity to be successful.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	94%	91%	87%
this is a good school (S2035)	94%	91%	90%
their child likes being at this school* (S2001)	97%	97%	92%
their child feels safe at this school* (S2002)	91%	84%	90%
their child's learning needs are being met at this school* (S2003)	94%	88%	83%
their child is making good progress at this school* (S2004)	97%	87%	87%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	94%	90%
teachers at this school motivate their child to learn* (S2007)	97%	94%	87%
teachers at this school treat students fairly* (S2008)	87%	84%	79%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	94%
this school works with them to support their child's learning* (S2010)	97%	88%	87%
this school takes parents' opinions seriously* (S2011)	79%	94%	79%
student behaviour is well managed at this school* (S2012)	69%	78%	76%
this school looks for ways to improve* (S2013)	93%	90%	92%
this school is well maintained* (S2014)	88%	94%	92%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	94%	94%	97%
they like being at their school* (S2036)	93%	93%	94%
they feel safe at their school* (S2037)	90%	92%	91%
their teachers motivate them to learn* (S2038)	98%	99%	98%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	93%
teachers treat students fairly at their school* (S2041)	88%	89%	89%
they can talk to their teachers about their concerns* (S2042)	82%	94%	85%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school takes students' opinions seriously* (S2043)	86%	93%	84%
student behaviour is well managed at their school* (S2044)	73%	87%	83%
their school looks for ways to improve* (S2045)	98%	98%	95%
their school is well maintained* (S2046)	91%	97%	92%
their school gives them opportunities to do interesting things* (S2047)	90%	98%	95%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		99%	94%
they feel that their school is a safe place in which to work (S2070)		100%	95%
they receive useful feedback about their work at their school (S2071)		93%	86%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	99%
student behaviour is well managed at their school (S2074)		92%	81%
staff are well supported at their school (S2075)		93%	85%
their school takes staff opinions seriously (S2076)		95%	89%
their school looks for ways to improve (S2077)		100%	99%
their school is well maintained (S2078)		99%	100%
their school gives them opportunities to do interesting things (S2079)		93%	94%

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

'Agree' represents the 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. In 2014 the school sought to engage with parents and the wider school community through the operation of the Parent and Community Engagement Team. This team engaged in dialogue with the wider community and developed an operational plan that aimed to increase the interactions between all stake holders involved in the school. Through consultation the following opportunities where identified as providing the greatest chance for students' parents to be involved in their child's education.

- 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

The school continues works closely with Moreton Bay Regional Council to monitor and reduce the amount of rubbish produced on the site. To reduce significant paper use, the school continues to use an electronic version of the newsletter. An office and classroom recycling program introduced in 2011, continues in 2014 and is maintained by members of the student council.

In 2014, Morayfield East participated in the Moreton Bay Region TravelChoice Schools Program. The program delivers a range of sustainable transport initiatives aimed at reducing traffic in and around school communities by increasing the number of families walking, cycling, carpooling and using public transport to travel to and from school.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	200,621	134
2012-2013	182,325	1,753
2013-2014	194,295	8,663

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

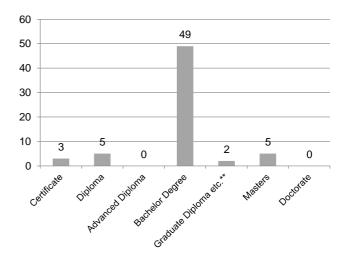## Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	64	34	0
Full-time equivalents	61	22	0

Qualification of all teachers

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

*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $54,308

The major professional development initiatives are as follows:

- High Reliability School, Reflective Teacher and Formative Assessment
- Seven Steps to Writing Success
- Jenny Naylor Learning Ajency

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2014 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

Queensland 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 webpage.

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

Performance of our students

Key student outcomes

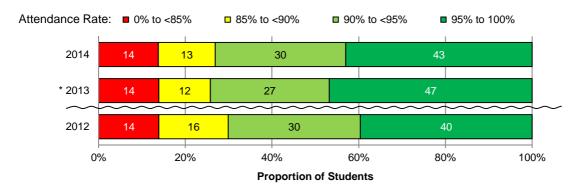| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%

The overall attendance rate in 2014 for all Queensland 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
2012	92%	92%	92%	92%	89%	92%	90%	N/A	N/A	N/A	N/A	N/A
2013	92%	93%	93%	93%	93%	92%	91%	N/A	N/A	N/A	N/A	N/A
2014	92%	91%	93%	92%	94%	92%	88%	N/A	N/A	N/A	N/A	N/A

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	14	13	30	43
* 2013	14	12	27	47
2012	14	16	30	40

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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.

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

At Morayfield East State School we are committed to achieving the following targets in improving attendance:
- 97% attendance
- Reduction in late arrivals and early departures

The attendance school policy and procedures were implemented in 2013. A priority for 2014 was to improve attendance for all students, achieved by effective follow up by staff and information to all families.

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

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

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

Communicating high expectations of attendance
- Sharing information regarding student attendance with Parents/ Carers in school newsletter, website, Facebook, enrolment package and parent meetings.
- Displaying Everyday Counts posters and fact sheets.

Providing intervention and support
- Identifying students displaying school refusal behaviour and making a referral to Student Support Services.
- The Student Support Services team may recommend formulating an Individual Attendance Plan, accessing the services of the Guidance Counsellor or Chaplain, and/or referral to other agencies or programs e.g. RAI, Edwrap, CYMHS, Department of Child Safety.
- Liaise with internal and external agencies for assistance in addressing patterns of absenteeism and to support students and families where appropriate.

Celebrating good attendance and improved irregular attendance through developing a positive school culture
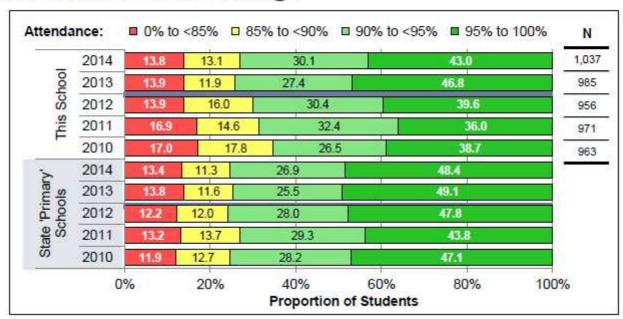- Implementation of attendance reward schemes (100% and 97%attendance certificates, best class attendance celebration).

- Comment appropriately on Student Report Cards to indicate excellent attendance, when attendance is less than 90% and when attendance has improved.

School attendance data in 2014 dropped to 91.8% down from 2013 result of 92.4%. Although there has been a decline in the school attendance percentage this can be attributed to a few students exhibiting school refusal. The school has been working closely with these students and their families to address and improve this problem. Positively, the number of 100% and 97% attendance certificates given out each term has steadily grown across the year. An initiative for 2015 will be the creation of a position of Community Liaison and Attendance Officer. This position will work with the school to support the procedures in the school attendance policy and assist the school working towards improving attendance and meeting our targets.

Attendance Rate Range

	Attendance:	0% to <85%	85% to <90%	90% to <95%	95% to 100%	N
This School	2014	13.8	13.1	30.1	43.0	1,037
	2013	13.9	11.9	27.4	46.8	985
	2012	13.9	16.0	30.4	39.6	956
	2011	16.9	14.6	32.4	36.0	971
	2010	17.0	17.8	26.5	38.7	963
State 'Primary' Schools	2014	13.4	11.3	26.9	48.4	
	2013	13.8	11.6	25.5	49.1	
	2012	12.2	12.0	28.0	47.8	
	2011	13.2	13.7	29.3	43.8	
	2010	11.9	12.7	28.2	47.1	

Proportion of Students (0% – 100%)

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

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

Find a school

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 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.

Achievement – Closing the Gap

At Morayfield East, we are continuing to work with our Aboriginal and Torres Strait Islander students in literacy and numeracy intervention programs to ensure that performance is improved. During 2014 all aboriginal and Torres Strait Islander students whose results were lower than average received individual teacher aide support (one hour per week for 10 weeks) to target specific individual goals in English and/or Maths.

In 2014, the attendance rates between indigenous and non-indigenous students were the same. Indigenous student attendance continues to improve and remain stable.