



Mooloolah State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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## School Overview

Mooloolah State School provides a fantastic environment for students, staff and the community to engage as learners. At our school, we pride ourselves on the personal touch. We believe in building positive relationships and developing the resiliency of our students. Aesthetically pleasing to view, the school is set in the hinterland of the Sunshine Coast. Most classes have double teaching spaces equipped with interactive whiteboards which assist in providing a valuable resource for both students and teachers. Play areas include three playgrounds, two large ovals, a tennis court, basketball court and swimming pool. In 2010, a new hall and an extension to our Resource Centre were added to our extensive facilities.

The main priority of our dedicated staff is to optimise student participation while aiming for excellence in achievement. This is done through the continual reviewing of their learning programs, continual reflection on their teaching practice and continual networking with colleagues to ensure that each child in their care is switched on for learning. Our support for students is provided throughout the school day so that all students obtain the best outcomes possible. The school is staffed with two teachers and a teacher aide who support students with disabilities, as well as, two learning support teachers tasked with improving or excelling the literacy and numeracy skills of identified students. The school also funds the employment of a Master teacher to . A Guidance Officer visits the school on every Wednesday to work with staff, students and their families. Students from Years 3 - 6 participate in Spanish language lessons. Spanish Dancing is also offered as an extra-curriculum option for girls in years 4 - 6 and they often perform at whole-school or community functions throughout the year. As part of our commitment to the improvement of the whole child, the school has a Chaplaincy Program.

At Mooloolah, our students are encouraged to be safe, respectful, responsible and to become active learners. The School has explicit processes in place to help our students manage their own behaviour. The school links with the community, interacting positively so that the relationships we build with parents, carers and businesses cater for our most important resource - the child.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

In 2016, the school prioritised its focus in three separate areas: the effective teaching of writing; the effective teaching of numeracy; and the implementation of The Art and Science of Teaching (ASoT) as the school's pedagogical approach.

#### The Effective Teaching of Writing

Being a part of the North Coast Region Success Project for Writing, the school involved a regional English Adviser to work collaboratively with classroom teachers as a means of building teacher capacity and confidence around writing instruction. Explicit links were made between the writing components of the Australian Curriculum, planned units of work and year level expectations for writing.

There was a dedicated writing time each day in every classroom. Teachers were supported with release to plan and work with the Master Teacher to embed a Gradual Release model within the classroom writing program. It was determined that progress in this focus area would need to continue into 2017.



### The Effective Teaching of Numeracy

The school was again able to engage the services and expertise of the Region's Principal Education Officer: Australian Curriculum (Mathematics). The teaching staff worked closely with this advisor to implement and analyse diagnostic testing in an effort to identify the numeracy needs of students within the cohort. Teachers were also supported in the planning of units of work and making adjustments to the summative assessment tasks, ensuring the delivery of a balanced program that catered to the range of abilities within classrooms.

Warm-Ups became a routine part of most maths lessons in order to engage and motivate student in their learning. Pre and Post diagnostic testing of the numeracy components for each term were conducted and analysed by all teachers in years 1-6. The results were influential in teachers' planning of maths units for the following term.

### The Art and Science of Teaching Pedagogical Framework

ASoT Pedagogical Framework was chosen as the focus pedagogy for Mooloolah State School. Two teachers were identified and trained as instructional leaders. Professional development was regularly delivered to teachers and teacher aides during pupil free days and staff meetings.

Design Question 1 (Learning Goals), Design Question 2 (News Knowledge) and Design Question 6 (Routines) were our specific focus for the year and were regularly addressed by a cycle of sharing, practice and reflection of the design questions implemented.

## Future Outlook

In 2017 Mooloolah State School looks forward to articulating a sharp and narrow focus in the following areas:

1. Implementation of a School-Wide Behaviour Management System

Our targets are to:

- Increase the recognition of students making positive behaviour choices.
- Reduce the number of negative behaviour problems reportable on Oneschool by 50%.
- Ensure every student's behavioural needs are met through a differentiated approach to rewards and consequences.

2. Development of a Curriculum Improvement Plan for Writing

Our targets are to:

- 100% MSS teachers using the Australian Curriculum and C2C resources as the principle documents for planning, teaching and assessing.
- Eight data meetings per year dedicated to this improvement agenda. Teachers will engage with AC achievement standards and C2C Guides to Making Judgements within the context of the teaching and learning for their specific year level.

## School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	<b>171</b>

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	200	97	103	11	89%
<b>2015*</b>	174	81	93	15	93%
<b>2016</b>	170	77	93	9	94%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.



In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

The student body of Mooloolah State School reflects a broad spectrum of the socio-economics of our local community. In 2016 Mooloolah State School had eight classes; one draft or class for each year level. Eight of our students were indigenous, while nineteen students were verified with a disability. The areas of disability included Physical Impairment, Autism, Intellectual Disability and Speech-Language Impairment. All students were included in mainstream classes and supported by passionate staff who understood the students' needs and who worked closely with the children and their parents.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	26
Year 4 – Year 7	31	26	24

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our curriculum offerings consisted of the eight Key Learning Areas as instructed by the Australian Curriculum. Teachers collaboratively worked with visiting staff from Regional Office to align their teaching, learning and assessment. Units of work were drawn from Curriculum into the Classroom (C2C) units of work.

Students participated in whole class, small group and individual instruction. Students were engaged in Literacy Blocks that specifically targeted scaffolding and explicit teaching of reading and writing.

The use of ICTs was incorporated across all Key Learning Areas. Each teacher had easy and regular access to one computer lab in addition to a small bank of desk-top computers within the classroom.s Teachers were also resourced with a set of digital online resources to support their capacity to engage all students.

### Co-curricular Activities

- Spanish Dancing was offered to the girls in Year 4, 5 and 6. This troupe of dancers performed at several school and community events throughout the year.
- Instrumental Music was also offered to students from Year 4, 5 and 6 by a visiting teacher each Thursday. A number of students took advantage of the opportunity to play woodwind, brass and percussion instruments.
- Choir was offered weekly to students from Year 2-6 during lunch breaks. They performed at several school and community events.
- Strategic use of data helped identify specific students for extension in online coding and computational thinking programs.
- Lunchtime chess club was organised by a classroom teacher for interested students in years 3-6.

### How Information and Communication Technologies are used to Assist Learning

In 2016, the school continued to employ the services of an Orange Card Holder for one day each week to support the servicing and maintenance of servers, computers and networking in the school.

The school caters for eLearning by resourcing one computer lab where students have access to 28 computers and most classrooms have up to 4 desk top computers for individual and small group tasks.

Students had access Easy Speak microphones, headphones, wireless mice, Sony Bloggies and digital hand scanners. Students who experience difficulty with writing accessed software program 'Writing with Symbols' and many other digital technologies that assist in their learning.

## Social Climate

### Overview

At Mooloolah State School, staff collaborated to provide a safe, happy and productive learning environment for all of our students. Support was provided for students and families experiencing challenges and changes in their lives. In 2016, a Guidance Officer worked with students and their families each Wednesday. The school was allocated 1.4 teacher to support Students with Disabilities and, in addition, employed two part-time teachers (STLN) to support students requiring assistance in Literacy and Numeracy.

The school employed the services of a Chaplain (over 2 days each week) with funding from the Federal Government and Scripture Union and the P&C. The chaplain worked with students and their families providing individual one-on-one support and encouraged the growth of social and emotional learning as well as resiliency. Students were also supported in their awareness of religious values by participating in lessons each week. Religious Instruction was held on a Wednesday and convened by a member of our community

Our Student Support Committee, consisting of the Principal, Guidance Officer, Inclusion Teacher and STLN met weekly to consider students with needs in a range of areas including behaviour, social -emotional, cognitive, academic and those at risk of harm. All students verified with a disability were immersed into the mainstream classes with Individual Curriculum Plans that included goals designed by their class teacher in collaboration with the inclusion teacher and the Head of Special Education Services. In addition, the school funded visits each term from AVT: Inclusive Education to support differentiation within classrooms.

Selected students were also supported at Homework Club where they began each day with an opportunity to mentor or be mentored with their learning. Supported eating and supported play programs also operated during lunch breaks.

High-Five anti-bullying program was implemented across the school to empower students with strategies to cope with situations of bullying. This message was regularly shared with the student and parent body during Friday assemblies.

All staff was trained in the areas of Child Safety and First Aid. Staff were also well informed in the area of anaphylactic procedures.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	87%	84%	100%
this is a good school (S2035)	87%	88%	100%
their child likes being at this school* (S2001)	87%	96%	100%
their child feels safe at this school* (S2002)	93%	96%	100%
their child's learning needs are being met at this school* (S2003)	87%	88%	100%
their child is making good progress at this school* (S2004)	80%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	93%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	83%	100%
teachers at this school motivate their child to learn* (S2007)	93%	84%	100%
teachers at this school treat students fairly* (S2008)	73%	79%	100%
they can talk to their child's teachers about their concerns* (S2009)	93%	92%	100%
this school works with them to support their child's learning* (S2010)	87%	80%	100%
this school takes parents' opinions seriously* (S2011)	73%	74%	100%
student behaviour is well managed at this school* (S2012)	80%	75%	94%
this school looks for ways to improve* (S2013)	71%	79%	100%
this school is well maintained* (S2014)	93%	92%	100%

#### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	100%	98%
they like being at their school* (S2036)	92%	95%	97%
they feel safe at their school* (S2037)	99%	98%	92%
their teachers motivate them to learn* (S2038)	95%	93%	97%
their teachers expect them to do their best* (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	92%	93%	97%
teachers treat students fairly at their school* (S2041)	91%	88%	89%
they can talk to their teachers about their concerns* (S2042)	87%	88%	91%
their school takes students' opinions seriously* (S2043)	83%	93%	92%
student behaviour is well managed at their school* (S2044)	87%	79%	71%
their school looks for ways to improve* (S2045)	92%	98%	95%
their school is well maintained* (S2046)	96%	95%	100%
their school gives them opportunities to do interesting things* (S2047)	90%	100%	97%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	96%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	86%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	96%	100%	100%
staff are well supported at their school (S2075)	96%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

In 2016, parents continued to take an active interest in all major school events. They were generous in their support for the school by their active participation in marquee events such as Under 8s' Day, Grandparents Day, Day for Daniel, together with the Athletics and the Swimming Carnivals. Our volunteering parents do a remarkable job in the early years in assisting the learning of all students. In the older year levels, they regularly acted as drivers for students attending excursions and sporting days. In Term 4, the school held its annual Volunteers' Morning Tea to thank the parents for their contribution to the school.

The Parents and Citizens Association was an active participant in school events. Meetings for the Association were held on the third Wednesday of each month. The Parents and Citizens Association oversaw the strategic operations of the school by approving the various elements of the school routine as well as any variation to it. Mooloolah State School strongly believes in developing a learning community committed to providing support for each other and improving student outcomes.

In 2016, the P&C generously contributed to the school budget and encouraged fundraising activities that supported important school and community events. Examples of fundraising included: school discos, Mothers' and Fathers' Day stalls, rodeo and hosting a sausage sizzle at the Caloundra Bunnings store. The P&C also provided a valuable service to our school community through the Uniform Shop.

At the start of 2016, the school employed a teacher aide as a Publicity Officer who was tasked with the responsibility of maintaining Mooloolah State School's Webpage and Facebook account. A regular news article was written every week for inclusion in The Glasshouse Country News and The Sunshine Valley Gazette. Photographic images accompanied the articles to increase reader appeal.

Several classes commenced the use of an electronic reward and communication system called Classroom Dojo. This formed a valuable means of communication with parents as they were able to view daily student engagement, class messages and photos.

In Term 1, each class teacher held an information session so that parents were well informed regarding the routine of the class. Parent/teacher interviews were offered in both semesters of 2016. These were valuable opportunities for parents and teachers to share information with one another.

Newsletters were produced fortnightly and included a contribution from each of the classes to update parents on school events. The school newsletters were also uploaded to our website. Student assemblies conducted by our school leaders were held every Friday at 9:00 am. The timing of this assembly allowed parents who were dropping off their child in the

## Respectful relationships programs

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

In 2016 Mooloolah State School participated in the Day for Daniel by walking as a whole school from the Community's Rungert Park to the school grounds. All students and staff wore red T-shirts and were escorted on their walk by the School's Adopt-a-Cop. This event was embedded with lessons around protective behaviours for students.

During Term 2, The Life Education Van was stationed at the school. Students were engaged with topics related to health, wellbeing, safety and relationships.

High-Five anti-bullying program was implemented across the school to empower students with strategies to cope with situations of bullying. This message was regularly shared with the student and parent body during Friday assemblies

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	14	10	5
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint



## Reducing the school's environmental footprint

Mooloolah State School is committed to reducing its environmental footprint. Over the years, the school has recycled paper resources and installed a number of water tanks to assist with managing water resources. Low energy fluorescent lighting is also fitted to overhead lights. The Year 4 class commenced a composting system that involved every class saving some of their food scraps. This compost formed the basis of a class vegetable patch.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	98,433	1,302
2014-2015	101,788	3,583
2015-2016	105,868	2,602

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

One indigenous staff was employed by the school in 2016 as a part-time classroom teacher. Indigenous students and their families were supported by one of our teacher aides.

Great Teachers = Great Results government continued to help to finance the employment of a full-time Master Teacher, who assumed the responsibility of overseeing curriculum delivery at Mooloolah State School.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	18	11	<5
Full-time Equivalents	13	7	<5

#### Qualification of all teachers:

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	3
Bachelor degree	12
Diploma	2
Certificate	

\*Teaching staff includes School Leaders

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

### Professional Development

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

The total funds expended on teacher professional development in 2016 were \$26 657

The major professional development initiatives are as follows:

- National First Aid Training (whole staff)
- PEA:AC (Mathematics) – teacher release for collaborative planning, modelled lessons, 'Teaching Number Facts and Computational Thinking' (whole staff)
- PEA:AC (English) – teacher release for collaborative planning, modelled lessons, Teaching Writing using the Australian Curriculum and C2C' (whole staff)
- AVT: Inclusive Education – differentiation in the classroom
- Art and Science of Teaching – 5 days of in-service
- Beginning Teachers Workshops
- Jolly Phonics
- Crescendo Course (Music PD)
- Infinite Ideas (Online Numeracy festival)
- Creative Lab Workshop (STEM)
- Data Literacy Roadshow
- Early Start
- Effective Case Management (SEP)

The proportion of the teaching staff involved in professional development activities during 2016 was 97 %.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	92%	91%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

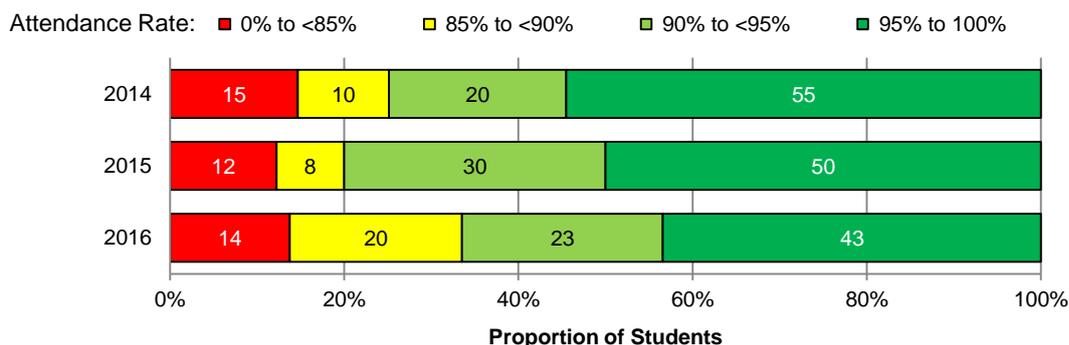
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	92%	94%	92%	94%	91%	96%	95%					
2015	94%	94%	93%	92%	94%	93%	93%						
2016	92%	91%	92%	92%	92%	92%	94%						

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

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

Student rolls are marked at the beginning of each school day and again at the beginning of each afternoon session. All students who do not attend school are required to bring a note to explain their absence. Parents can also contact the school office by phone to explain non-attendance of their child. When this occurs, the message is passed onto the class teacher and information is entered into OneSchool by the administration officer. The school has a dedicated phone extension for this purpose. If a student is absent from class and neither the front of office staff nor the class teacher has been formally notified, the office staff phones the parent to follow up on the absence. This is recorded in OneSchool attendance roll. The parents of students who do not meet attendance requirements are notified by letter or directly phoned if an absence is for a period of 3 days or greater. The principal takes an active role in students who frequently truant by contacting the parents or carers of the student with a phone call or meeting and additional follow up letters where necessary. The parent community is kept informed of absenteeism through the school newsletter where a reminder that "every day counts." is regularly presented.

Strategies to raise the attendance of students at Mooloolah State School included the following:

- Improved communications with parents and the community through systems like the Classroom Dojo and a new electronic sign, erected through a donation from a local business that advertised future events, congratulatory messages and reminders that "every day counts".
- Raising the School's profile and promoting its educational objectives within the local community (eg MSS website, Facebook account, local newspaper articles, Principal 'Meet and Greet' with the local businesses)
- Rescheduling Assembly times to the morning when parents are dropping off their child/ren.

## NAPLAN

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

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

**Find a school**

School name

Suburb, town or postcode

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Non-government

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.