

Queensland State School Reporting – 2011

Mooloolah State School (0309)



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Principal's foreword

Introduction

Mooloolah State School has a long history of community spirit and meeting the needs of our students. The school serves as a partner in the process of educating the children of the Mooloolah community. The children of a number of our staff have progressed through the school while children and grandchildren of some of our past students also attend the school. They help to create a culture of stability within a core unit. While the majority of our students live in the local area, some students choose to travel from neighbouring towns to attend our school. Due to economical and family circumstances, there is a degree of transience in our enrolment.

The school's motto of Pride in Achievement is complimented by our Schoolwide Positive Behaviour Plan which promotes the Mooloolah 4 Bs of Be Safe, Be Respectful, Be Responsible and Be an Active Learner. Our students play a major role in ensuring a high set of behaviours is upheld within our school and a positive school culture is developed. Our Code of Positive Behaviour for students focuses on the importance of building resilience, respect and responsibility so that our students can have the best possible opportunity for success.

School progress towards its goals in 2011

2011 was a year in which the school staff and students worked diligently to achieve a high standard of results. Staff built on their explicit knowledge of student needs through the collection of data and continued their unrelenting focus on clear scaffolding of the knowledge, skills and processes required for students to progress their learning with particular attention to Reading, Spelling, Writing and Mathematics. Staff also continued to address the needs of literacy and numeracy as identified in the Year 3, 5 & 7 NAPLAN results, the Year 4 & 6 QCATs and our school based testing. In 2011, teachers ensured that their pedagogical practice included explicit teaching and scaffolding of the key elements of learning. The school supported the educational philosophy of *'In every classroom, every day, every lesson counts.'* This helped to ensure consistency and continuity of practice across the year levels. The process of curriculum renewal through term reviews and professional conversations helped provide students, staff and community with the capacity to build performance, incorporate a culture of enthusiasm and innovation to support diversity and complexity and encourage a community of leaders willing to stimulate personal growth and improved practice.

To ensure consistency and equitability of the assessment process, staff explored opportunities to moderate assessment tasks. Through the setting of school and systemic targets, expectations were communicated to all school community stakeholders.

As a demonstration of our commitment to our improvement agenda, staff worked collaboratively within year levels in their Literacy and Numeracy Blocks to support the needs of all students. To support students in their learning, teachers worked extensively to develop Individual Learning Plans for identified students. Support for students requiring assistance with learning, behaviour and social and emotional concerns was provided by staff that met diverse student, parent and community needs. The staff included a Guidance Officer, Support Teacher Literacy & Numeracy, a full time teacher of students with disabilities and a school Chaplain. Staff Meetings and focussed activities on Student Free Days offered staff the opportunity to continually build their capability and flexibility to deliver the required school and systemic objectives. These were supported by quality professional development opportunities offered externally. Through the Glasshouse Coalition, staff was also encouraged to network with colleagues.

Future outlook

In 2012, Mooloolah School community will be focusing on:

School Curriculum

- Implementation of the National Curriculum in the Key Learning Areas of English, Mathematics and Science
- Continuation of the Essentials of Learning and Standards Framework for HPE, LOTE, SOSE, The Arts and Technology
- Alignment and maximisation of resourcing allocation for C2C Units that support the National Curriculum and Literacy and Numeracy Blocks from Prep – Year 7.
- Adaption of the C2C resources to suit school and student needs.
- Networking with colleagues across the Glasshouse Coalition to ensure consistency of curriculum focus and implementation to improve learning.
- Continued skilled development of staff to support professional growth.
- Collaboration with high schools to ensure a seamless transition of students from Year 7 through to Year 8.
- Systemic quality feedback through the conduct of a Teaching and Learning Audit and Quadrennial School Review.

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- Continued determination of targets through the collection of school based and systemic data to address ongoing priorities.

Teaching Practice

- Maximisation of high quality teaching focussed on the achievement of every student.
- Differentiated, inclusive support and intervention aligned to student progress delivered within a safe and supportive learning environment.
- Increased expectations of all students stemming from the personal depth of knowledge of all staff associated with student learning and their pedagogical practices.
- Mentoring and coaching of staff to support their attainment of their Digital Pedagogical Licence.
- Networking with colleagues across the Glasshouse Coalition to develop highly effective classroom practices.
- Coaching in core learning priorities to further develop teacher capacity and support professional training.
- Analysis of all performance data to support teachers in their implementation of an improvement agenda for their personal practice and individual student improvement practices.
- Implementation of individual targets to monitor student improvement.

Principal Leadership and School Capability

- Instructional and Pedagogical Leadership through the continued development of core learning priorities, the implementation of the National Curriculum, maximisation of student achievement and improvement, pedagogical practice, teacher feedback and quality assessment.
- Increased expectations of professional development through the Principals' Capability and Leadership Framework.
- Mentoring and monitoring of performance by the ARD.
- Mentoring and monitoring of staff to strengthen and support teaching practice and to contribute to improved student outcomes.

School and Community Partnerships –

- Increased opportunities to promote community confidence and pride in the schools' ability to meet the needs of all students.
- Continued development of productive partnerships between parents and the community to support improved student learning opportunities and deliver the best possible achievement for each student.

School Profile

Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
184	91	93	95%

Characteristics of the student body:

In 2011, at Mooloolah State School, the majority of classes were composed of students from two different year levels with the numbers of students compliant with the ratio of students to teacher. In 2011, there were a large number of students in year 5 and 7 while the ratio of girls to boys in years 4 and 6 was disproportionate to that of other classes. While enrolments were not as high as expected to begin the year, it was pleasing to note that as the year progressed the enrolments climbed with significant enrolments occurring in year 3.

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

Phase	Average Class Size
Prep – Year 3	23.8
Year 4 – Year 10	22
All Classes	22.9

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	16
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings consisted of the eight Key Learning Areas. In the first six months, teachers worked with the Head of Curriculum to collaboratively align their teaching, learning and assessment. At times, these units incorporated trans disciplinary tasks. In 2011, teachers from all year levels participated in a whole school moderation of writing to ensure the validity and reliability of their assessment.

A number of different school programs were established in 2010/2011 to improve student outcomes. Students participated in whole class, small group and individual instruction. Focussed genres were mapped across the school to ensure continuity of learning.

Students were engaged in Literacy Blocks that specifically targeted scaffolding and explicit teaching.

The use of ICTs was incorporated across all Key Learning Areas. Each classroom continued to be resourced with an interactive SmartBoard and data projector. Students also had access to iTouch and iPad devices which they used to consolidate their learning. Each class teacher was resourced with a set of digital resources to support their capacity in obtaining their Digital Pedagogical Licence. Teachers used learning objects as part of their approach to support student learning.

Extra curricula activities

Spanish Dancing was again offered to the girls in Year 6 and 7. Their performances at Sunshine Plaza in Term 2, the Mooloolah Community Fair in Term 3 and the Caloundra Music Festival during Term 4 were the highlights of that program and provided the students with a valuable opportunity to develop their artistic ability.

The boys in Year 6 and 7 participated in an Indigenous Dance program in Term 2. They also performed at Sunshine Plaza in Term 2. Their performance was highly commended and enabled the boys to develop an area of skill that had not previously been explored.

Instrumental Music is offered to students from Year 4 - 7. The school is staffed by a teacher who visits the school each Thursday. A number of students have taken advantage of the opportunity to play woodwind, brass and percussion instruments.

In 2011, students from Year 4, 5, 6 and 7 were offered the opportunity to attend camps that assisted them in developing their social and academic learning.

Students from the Year 4/5 and 5 classes attended Mudjimba Apex Camp for a four day, three night camp. While at Mudjimba, students were engaged in a variety of water, beach and surf programs. As a part of their personal and educational growth they took part in a blend of activities designed to challenge team work. Mudjimba has a unique ropes course that has been developed to cater for a wide range of abilities. The option of the Flying Fox is always a big hit and an adrenaline thrill for those who master their nerves and participate.

The Year 6 and 7 students travelled to Canberra to further their knowledge of the development of democracy. During their excursion they participated in learning experiences based on civics and citizenship. They demonstrated their ability to work as a team, listen to each other, show humility and practise resilience. They developed new friendships and challenged one another while visiting places of interest such as Questacon, Parliament House, the High Court, the CSIRO and the National Museum. For each of them, the highlight of the trip was the opportunity to learn to ski while visiting Perisher Resort.

How Information and Communication Technologies are used to assist learning

Throughout 2011, staff who hadn't already done so took the opportunity to obtain their ICT certificate. The school also employed the services of an Orange Card Holder to support the servicing and maintenance of servers, computers and networking in the school.

The school increased its capacity to cater for eLearning by resourcing two computer labs where students had access to approximately 30 computers. They also accessed computers in their classrooms. A new server was installed to support the digital storage of school documents. Wireless access for students and staff was increased with the installation of wireless points in the new Resource Centre. All teaching staff were resourced with new Dell Laptops through the Computers for Teachers program. This program enables teachers who work for 0.4 FTE to have the use of a laptop for the duration of their appointment to the school. Teachers were also resourced with digital packs to support their attainment of their Digital Pedagogical Licence. 6 iPads were purchased for classroom use together with Easy Speak microphones, headphones, wireless mice, Sony Bloggies and digital hand scanners.

In 2009, the school invested in Writing with Symbols software to support those students experiencing difficulty with their writing. In 2011, this continued to be a highly successful application for students to access across a number of year levels.

Staff also incorporated the collection of electronic teaching resources available from [The Learning Place](#) in their planning. These learning objects were used by students to develop and consolidate their skills. Staff was introduced to edStudio, an area within The Learning Place, for Education Queensland staff to set up learning activities for their students.

Social climate

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 2011, a Guidance Officer serviced the school each Wednesday. The school was allocated a teacher to support Students with Disabilities and Students requiring support for Literacy and Numeracy. A Behaviour Consultant visited the school on a

Our school at a glance

regular basis. The school employed the services of a Chaplain with support from the Federal Government and Scripture Union.

The Support Committee met on a weekly basis to consider students with needs in a range of areas including behaviour, social emotional, cognitive, academic and those at risk of harm. In 2011, this team comprised the Principal, Guidance Officer and the teacher of students with disabilities. Referrals from staff and parents were considered and, where necessary, extra support was obtained from Advisory Visiting Teachers – Education Queensland, Cerebral Palsy – Queensland and Autism Queensland. Extra resourcing was provided by the Sunshine Coast North District for whole school complexity and growth in the area of students with disabilities and significant adjustments were made for individual students. Focus activities were held each semester to highlight support for specific disabilities.

All students who were verified with a disability were immersed into the mainstream classes with Educational Adjustment Plans that included goals designed by their class teacher in collaboration with the teacher of students with disabilities and the Advisory Visiting Teacher associated with their disability.

The school has been supported with a Chaplaincy service provided by Scripture Union and the Federal Government since 2007. In 2011, the school community continued to support the services of the Chaplain over 5 days each fortnight. The chaplain worked with students and their families providing individual one-on-one support and encouraged the growth of social and emotional learning. The Chaplaincy Committee consisted of a small group that met each month to plan events and support for the students and their families.

As an additional support for the social and emotional needs of students, the school continued its innovative approach, mentoring students in the RAFT (Reflection and Forward Thinking) room during the second lunch break each day. This was monumentally successful with staff and students enjoying the positive vibes that emanated from students as they interacted with one another. Selected students were also supported at Breakfast Club where they began each day with a nourishing breakfast, followed by an opportunity to mentor or be mentored with their learning. This extremely valuable opportunity was facilitated by our Learning Support staff and supported by donations from our P&C and businesses within the Mooloolah Community.

Students requiring support for their behaviour were also mentored by staff. This occurred in the first break and allowed time for the student's reflection of their behaviour and the establishment of a plan to support them in the future.

The school also accessed the services of a Behaviour Consultant who visited fortnightly. The Behaviour Consultant worked closely with students and staff of Years 4 and 5 and Years 6 and 7 as well as supporting individual students in other classes with their goals for improvement.

An Adopt-a-Cop service was commenced with support from the Landsborough Police Station. Unfortunately due to lack of resources, the program was unsustainable.

Students were also supported in their awareness of religious values by participating in lessons each week. Religion was held on a Wednesday and convened by a well-known and hard-working member of our community. Students enjoyed their lessons and the voluntary teaching staff incorporated a number of different strategies to successfully share their message.

All staff was trained in the areas of Child Safety and First Aid. Staff was also well informed in the area of anaphylactic procedures. Students were also made very aware of allergies and anaphylactic concerns of their fellow students.

Parent, student and teacher satisfaction with the school

The satisfaction level of students, parents and staff as evidenced in the School Opinion Survey increased in 2011. The responses demonstrated increased confidence in each of the five performance measures by the majority of our school community. The results were pleasing indeed and reflected the hard work of staff and community and the changes made during the preceding two years.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	89%
Percentage of students satisfied that they are getting a good education at school	64%
Percentage of parents/caregivers satisfied with their child's school	93%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	85%
Percentage of staff members satisfied with morale in the school	81%

DW – Data withheld

Involving parents in their child's education

In 2011, 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, together with the Athletics and the Swimming Carnivals. A number of parents regularly volunteered in classrooms to assist the learning of all students. They acted as drivers for students attending excursions, sporting days and camps.

In 2011, some of the classes participated in Indigenous Games. These were led by a very active and supportive parent. 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 2011, the P&C generously contributed \$3000 to the school budget and encouraged fundraising activities that supported important school and community events. Examples of fundraising included; school discos (one per term), Mothers' and Fathers' Day stalls and sausage sizzles. The P&C also provided a service to our school community through the Uniform Shop and the Tuckshop. In 2011, members of the P&C also supported the school in its organisation of the Building an Education Revolution project. This federally funded project enabled the building of a new hall and extension to the Resource Centre. While the majority of this project had been completed in 2010, routine inspections were still required in 2011 and members of the P&C continually made themselves available at these times. 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 2010. 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. From time to time, individual classes composed a newsletter specific to the information that they wished to share. Student assemblies were held every alternate Thursday at 2:30pm with members of the Leadership Team responsible for conducting the assemblies.

At our Year 7 celebration, in December, the Beerwah Branch of the Masonic Lodge annually donates a significant amount of money to support four students in the continuation of their education. The local member of parliament attends the celebration and also contributes to the awards. Local businesses, such as the Mooloolah Pharmacy also contribute to the Year 7 celebration, sponsoring The Dux of the Year, with the P&C awarding the Annelle Cassells Bursary. The school is also supported by Rotarians and former members of the Defence Force who visit and speak to the students at the ANZAC commemorative service.

The Mooloolah IGA also provided a wonderful support to the school, supporting our Breakfast Club and also the different fundraising activities in which the school is engaged.

Reducing the school's environmental footprint

Mooloolah State School is committed to reducing its environmental foot print. Over the years, the school has recycled paper resources and installed a number of water tanks to assist with managing water resources. Special handles for the outdoor taps were fitted in 2010 to prevent water wastage. In 2011, low energy fluorescent lighting was also fitted to overhead lights. An audit of the school's waste was also undertaken in Term 3 and as a result the school implemented a Waste Minimisation Action Plan.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	121,676	472
2010	108,258	1,498
% change 10 - 11	12%	-68%

Our staff profile

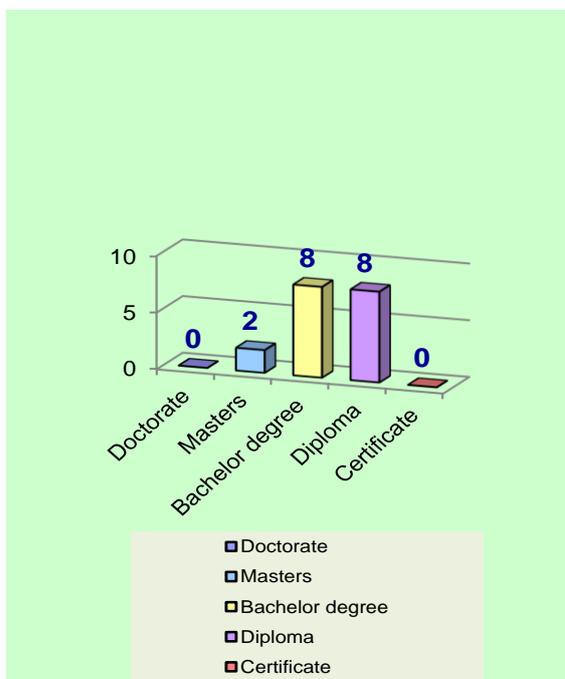
Staff composition, including Indigenous staff

While no indigenous staff was employed by the school in 2011, we were supported by the Indigenous Liaison Officer from Beerwah State High School. We also had an extremely active parent who supported the students and the school on a regular basis, working with classes to introduce indigenous games to the students and providing an opportunity for the boys from Year 6 and 7 to participate in an indigenous dance program.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	18	11	0
Full-time equivalents	13	7	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	8
Diploma	8
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$39,788.

The major professional development initiatives were as follows:

- Differentiation in the classroom
- Workplace, Health & Safety Officer training;
- CPR training,
- eLearning - Principal training,
- Literacy,
- OneSchool training – Admin staff
- collaborative planning by teachers with the Head of Curriculum and Advisory Visiting Teacher - English.
- Key Teacher training also occurred for English and Mathematics.

The proportion of the teaching staff involved in professional development activities during 2011 was The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

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 2011 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

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

Key student outcomes

Student attendance - 2011

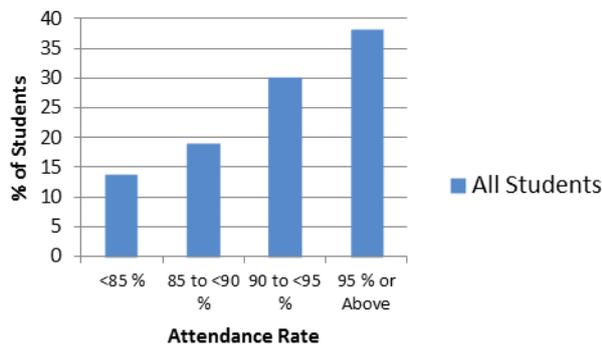
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
92%	92%	92%	93%	91%	90%	94%

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 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.

Student rolls are marked at the beginning of each school day and again in the afternoon session. All students who did not attend school were required to bring a note to explain their absence. Parents could 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 by the administration staff. The school has a dedicated phone extension for this purpose. If a student is absent from class and neither the front office staff nor the class teacher has been formally notified, the class teacher phones the parent to follow up on the absence. This is recorded on a written sheet and the absence is recorded in the 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. Students who frequently truant are referred to the Support team for individual case management. The principal takes an active role in this 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 class data referring to attendance is displayed. Students also plot their individual and class attendance using class and individual graphs.

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.

Performance of our students

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.

Achievement – Closing the Gap

In 2011, the school allocated significant resources to improving the academic performance and attendance of Indigenous students. Staff continued to work with students and the wider community to close the gap in all aspects of their education. Teacher Aide time was allocated to classes to improve student attendance. Teachers met with parents to support academic performance and to maximise attendance. Indigenous games and dance were two initiatives introduced to support indigenous students.