

Mooloolah State School (0309)

Queensland State School Reporting

2012 School Annual Report



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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 2012

2012 was a year in which the school staff and students continued to work 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 and our school based testing. In 2012, 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.

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Staff Meetings and focussed learning 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 2013, Mooloolah School community will be focusing on:

School Curriculum

Implementation of the Australian Curriculum in the Key Learning Areas of English, Mathematics, Science and History

- Publicise the school's improvement agenda.
- Implement actions to improve Reading.
- Implement actions to improve Writing.
- Implement actions to improve Numeracy.
- Implement actions to improve Science.
- Plan to transition Year 7 to High School.

Teaching Practice

- Focus on high quality teaching practices.
- Develop and manage collaborative teaching practices.
- Implement and manage consistent classroom pedagogical practices.
- Monitor teaching practice with a focus on student improvement.
- Use of data – develop evidence-based decision making processes.
- Implement and manage actions to 'Close the Gap'.

Principal Leadership and School Capability

- Principal leads the implementation of the Australian Curriculum.
- Develop instructional leadership skills (Australian Curriculum).
- Commit to the implementation of ASoT.
- Implement a whole school pedagogical assessment and data collection programme.
- Develop the professional capability of staff.
- Build professional relationships with staff and professional colleagues.
- Actively lead 'Closing the Gap' initiatives.

School and Community Partnerships –

- Plan for the retention, attainment and transition of students.
- Implement 'Flying Start' reforms.
- Develop productive partnerships with students, staff, parents and the community to improve school performance.
- Use data to inform teaching practice.
- Incorporate student learning in the development of productive partnerships with the school community.
- Plan for the retention, attainment and transition of students.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	212	98	114	87%
2011	184	91	93	95%
2012	190	85	105	88%

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

Characteristics of the student body:

In 2012, 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 2012, there were a small number of students in year 5 and. To begin the year, 200 students were enrolled at the school from Prep to Year 7. 16 of these students were indigenous.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	21	24	25
Year 4 – Year 10	27	22	26
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	10	16	4
Long Suspensions - 6 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings consisted of the eight Key Learning Areas. Teachers collaboratively with visiting staff from Regional Office to align their teaching, learning and assessment. Units of work were drawn from the Australian Curriculum, in particular, the C2C units of work developed for teachers by the Queensland Studies Authority. In Term 2 of 2012, teachers from all schools within the Glasshouse Coalition participated in whole school moderation of English Unit 2 across each year level to ensure the validity and reliability of their assessment.

Our school programs were reviewed during 2012 to ensure that they aligned with the introduction of the National Curriculum and 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.

Extra curricula activities

Spanish Dancing was again offered to the girls in Year 6 and 7. Their performance at the Mooloolah Community Fair in Term 3 was a highlight of that program and provided the students with a valuable opportunity to develop their artistic ability.

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.

Students were also involved in a number of different excursions that contributed to their learning and understanding of different subject areas.

How Information and Communication Technologies are used to assist learning

Throughout 2012, a number of staff took the opportunity to obtain their Digital Pedagogical Licence. 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 caters for eLearning by resourcing two computer labs where students have access to approximately 30 computers. In 2012, all computers from one of these labs were replaced. Students also access computers in their classrooms. Students and staff have access to wireless through data outlets situated in the Resource Centre. All teaching staff are resourced with 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 at our school are also resourced with digital packs to support the attainment of their Digital Pedagogical Licence. Students have access to 6 iPads that were purchased for classroom use together with Easy Speak microphones, headphones, wireless mice, Sony Bloggies and digital hand scanners.

Students who experience difficulty with writing have access to the software program 'Writing with Symbols'. In 2012, 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 C2C units and [The Learning Place](#) in their planning. These learning objects were used by students to develop and consolidate their skills. Staff were encouraged to use edStudio, an area within The Learning Place, for Education Queensland staff to set up learning centres 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 2012, a Guidance Officer worked with students and their families each alternate 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 regular basis to work with teachers and students to support their development of resiliency and self-esteem. 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 2012, 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.

Our school at a glance

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 2012, 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 Homework 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.

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 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 staff satisfaction with the school

The satisfaction of students, parents and staff as evidenced by the School Opinion Survey in 2012 was outstanding. The responses demonstrated an increased confidence in each of the five performance areas by the majority of our school community. These outstanding results are reflective of the effort of all members of our community and the support staff of North Coast Regional Office in building the capacity of the school to cater individually for each student.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	89.3%
this is a good school	100.0%
their child likes being at this school*	89.3%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	82.1%
their child is making good progress at this school*	92.9%
teachers at this school expect their child to do his or her best*	96.4%
teachers at this school provide their child with useful feedback about his or her school work*	96.0%
teachers at this school motivate their child to learn*	85.7%
teachers at this school treat students fairly*	92.6%
they can talk to their child's teachers about their concerns*	96.4%
this school works with them to support their child's learning*	96.4%

Our school at a glance

this school takes parents' opinions seriously*	88.9%
student behaviour is well managed at this school*	78.6%
this school looks for ways to improve*	96.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.7%
they like being at their school*	96.8%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	96.7%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	100.0%
they can talk to their teachers about their concerns*	93.3%
their school takes students' opinions seriously*	96.7%
student behaviour is well managed at their school*	90.3%
their school looks for ways to improve*	100.0%
their school is well maintained*	100.0%
their school gives them opportunities to do interesting things*	96.8%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	99.2%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

In 2012, 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 Term 4, the school held its annual Volunteers' Morning Tea to thank the parents for their contribution to the school. Grandparents' Day is always a highlight of the year with some grandparents visiting from as far away as Toowoomba.

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 2012, the P&C generously contributed \$5000 to the school budget and encouraged fundraising activities that supported important school and community events. Examples of fundraising included the introduction of an annual school Bush Dance in Term 1, school discos, Mothers' and Fathers' Day stalls and sausage sizzles. The P&C host a sausage sizzle at the Caloundra Bunnings store and, in 2012, held a morning tea for a group of bikies travelling through the hinterland on a fundraising mission. The P&C also provided a service to our school community through the Uniform Shop and the Tuckshop.

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 2012. 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. Our newsletters are also uploaded to our website.

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 as does the RSL and local businesses, such as the Mooloolah Pharmacy which sponsors The Dux of the Year, and the P&C which awards 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/Homework Club and also the different fundraising activities in which the school is engaged.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	108,258	1,498
2010-2011	121,676	472
2011-2012	122,276	3,573

Our staff profile

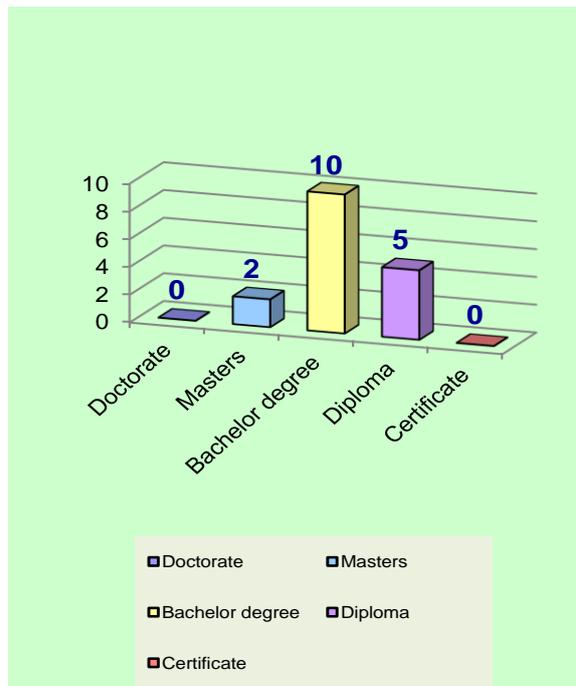
Staff composition, including Indigenous staff

The staff of the school has a high attendance with data showing an attendance rate of 96.5%. The retention rate of staff was 85.7% as a result of the retirement of a long time member of staff. While no indigenous staff was employed by the school in 2012, we were supported by the Indigenous Liaison Officer from Beerwah State High School.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	17	12	0
Full-time equivalents	12.7	7.4	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	10
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$39 698. The major professional development initiatives were as follows:

- Mentoring and Peer Mentoring for Digital Pedagogical Licences
- Training in First Steps Writing for all teaching staff
- Literacy mentoring with the Regional PEA-AC English
- Numeracy mentoring with the Regional PEA-AC Mathematics

Our staff profile

Support & professional learning addressing leadership capability
Collegial planning and assessment

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96%	95.7%	96.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85.7% of staff was retained by the school for the entire 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

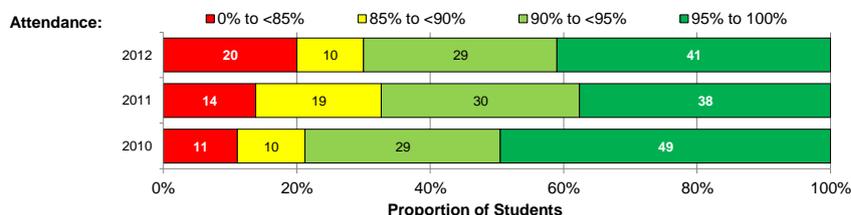
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	93%	93%	93%	91%	95%	93%	N/A	N/A	N/A	N/A	N/A
2011	92%	92%	92%	93%	91%	90%	94%	N/A	N/A	N/A	N/A	N/A
2012	93%	91%	92%	94%	95%	91%	92%	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.



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 do not attend school are 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 have the opportunity to 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.

Performance of our students

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.

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Sector Government
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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 2012, the indigenous attendance rate at our school was 85.9%. The attendance percentage of non-indigenous students was 92.2%. The percentage of indigenous students attending above 85% was 43.8%. Data collected from the 2012 NAPLAN testing showed that the performance of indigenous students in Year 3 was outstanding in comparison to the results of students from other schools on the Sunshine Coast and Queensland state schools. Results for Year 5 indigenous students were also high. There were no indigenous students in Year 7 in 2012 who completed the NAPLAN testing.