

Mooloolah State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

What a wonderful school we have here at Mooloolah! The school serves as a partner in the process of educating the children of the Mooloolah community. In serving our community, we acknowledge a commitment to high standards; professionally and academically as well as with behaviour. We pride ourselves on the way we build relationships. 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.

As you read through the information contained in this report you will be encouraged by the successful teaching and learning that occurs in this school. Our teachers passionately contribute to student learning by making the hard look easy. Their enthusiastic approach to the introduction of the Australian Curriculum has enabled our students to engage in a diverse collection of learning opportunities and achieve amazing success across the board in school based assessment activities as well as the national assessment provided by NAPLAN.

Our staff is supported by a wonderful group of parent volunteers who also contribute to the success that students achieve. Their involvement in student learning enables teachers to provide literacy and numeracy blocks, reading groups, science rotations and information sessions relating to their own experiences. Their support for student learning is second to none.

The school's motto of Pride in Achievement is complimented by our School-wide 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 2014

School Priorities for 2014

In 2014, the school concentrated on four separate areas of focus. These were School and Community Partnerships, School Curriculum, Teaching Practice and Principal Leadership & School Capability.

School & Community Partnerships

Our priority in this area was the Flying Start Initiative. To ensure that our Prep students had the best possible start to their primary education, we worked with the different pre-prep facilities in Mooloolah to provide students with a seamless transition. Our Under 8s day incorporated the whole Mooloolah Community with support from businesses as well as the attendance of students from the Mooloolah Kindy and the Mooloolah Community Playgroup.

We also continued building the relationships with the secondary schools at which our students enrol. Staff from Beerwah State High School met with our Year 5/6 teachers to coordinate the different curriculum programs and pedagogical frameworks necessary for students as they enter high school in 2015.

The school used social media, the website and a new electronic newsletter to continue its focus on providing communication to the community.

School Curriculum

Our focus on School Curriculum in 2014 was to continue to embed the key areas of English, Mathematics, Science, History and Geography as part of the Australian Curriculum. Support for this was achieved through the employment of a Literacy Coach on a part-time basis for the first semester and a full-time basis for the second semester. The Literacy Coach worked closely with teachers to ensure that strategies to ensure best practice in specific focus areas were being incorporated in their practice.

In Semester 2, Reading was a major focus for teachers as we were accepted into the North Coast Region Success Program. Our main goal was to ensure that all students became better readers by developing an improved understanding of what they were reading. The strategies or focus areas included: *activating prior knowledge, inferencing, and making connections*. These strategies were drawn from the Sheena Cameron book, 'Teaching Reading Comprehension Strategies: a practical guide for teachers'.

Through their participation in the Success Program teachers develop a shared understanding of the 5 reading procedures and incorporated them as part of their practice. A consistent pedagogical alignment of the teaching of reading was implemented. Through the establishment of proficiency scales both teachers and students were more aware of their level of achievement.

Resources continued to be purchased with specific resources targeted for students in year 5 and 6. The inclusion of McVeity's '7 Steps of Writing' program as a key resource provided us with an opportunity to return to the creativity and imagination that is so necessary when writing while concentrating on the four writing procedures: modelled, shared, guided and independent and the key focus areas of sentence structure and paragraphing.

Students were taught and encouraged to build their skills in numeracy through their knowledge and understanding of key aspects of number. Their application of mental math when completing algorithms and knowledge of place value was a major focus.

Year 4 students from the Upper 2 Bands (U2B) were provided with a differentiated approach in both number and writing. They participated in specific programs targeting problem solving and the use of strategies developed using McVeity's 7 Steps of Writing.

The collection and analyses of data provided teachers with timely areas of focus for both student support and teacher direction.

Once again, our students performed consistently well in the NAPLAN testing carried out in May.

A high percentage of our students achieved in the (U2Bs) for Reading, Writing and Numeracy.

The efforts of the students were due, in no small part, to the fantastic effort put in each day by the teachers of every class and the willingness of the students themselves to achieve at a higher level.

Teaching Practice

The Art & Science of Teaching is the framework that guides our feedback practice with staff having worked through elements of Design Questions 6, 7 & 8. Through their participation in the Success Program teachers were also able to incorporate Design Question 1: targets and learning goals for students in their class.

Included in our rotational staff meetings was an opportunity for staff to share best practice and reflect on the teaching and learning happening throughout the school.

Whether as part of a General Staff Meeting, Curriculum Meeting or Sector Meeting these opportunities successfully began to develop the base for a Professional Learning Network amongst the staff.

Principal Leadership and school capability

All staff began to implement the Developing Performance Framework as part of the process in which they reflected, considered and predicted their career pathway. They set themselves both short term and long-term goals to achieve. These goals were aligned to Departmental priorities, Regional priorities and school priorities as well as individual needs.

The principal and literacy coach were also involved in co-coaching and mentoring professional development. Along with other members of staff they provided opportunities for co-coaching and mentoring to occur throughout the school.

Future outlook

In 2015 we look forward to continuing our success in the following areas:

Successful Learners

Students will continue to use the C2C resources to ensure the focus areas of the Australian Curriculum are being met. In 2015, teachers will begin to familiarize themselves with demands of the National Curriculum in the Key Learning Area of The Arts. The Sunshine Coast Region has compiled a Guide to School Based Assessment Tools and Year Level Expectations. Our teachers will continue to plan and assess student work with this document in mind.

High Standards

Key literacy and numeracy improvement strategies will continue to be implemented and developed throughout the school.

As part of the Great Teachers = Great Results resourcing, the school will resource a Master Teacher.

The balanced reading program will continue to be embedded in each class so that across the school there is a shared understanding of the pedagogical practices required for the 5 reading procedures. Our reading program will be aligned to Pearson's Gradual Release Model. The 5 aspects of reading:- Guided Reading, Shared Reading, Modelled Reading, Independent Reading and Reading Aloud to Students will all be explicitly addressed. Throughout the program, students will be coached and mentored to use the comprehension strategies they have been taught as part of their reading practice across all Key Learning Areas. Our focus will be determined by the triangulation of data in October of 2014. Each area of focus will be aligned to the 2015 Reading Framework. Teachers will be given the opportunity to use the reading procedures as a focus for building capacity through observation and feedback.

Resourcing of our Reading Program will continue with the intended purchase of Big Books that align with the reading scheme purchased in 2013/2014.

Our Early Years students will have the chance to use elements of the Reading Recovery program to maintain progress. These lessons will be delivered to selected students by the STL&N for 3 lessons each week. Students will be selected to participate in a 10 week program. A number of other selected students will be supported once a week in a Support-A-Reader program delivered by a teacher aide. Additional staff will also be employed to support students from years 3 – 7.

Students will continue to develop the strategies of the 7 Steps of Writing. Teachers will also include Sheena Cameron's Writing Strategies as part of their instruction. Paragraphing and Sentence structure along with Spelling will continue to be the key focus areas for 2015.

Numeracy rich routines will be the key focus for our Numeracy program with particular emphasis on Place Value.

In 2015, we will continue to ensure that we have a NAPLAN action strategy so that students can perform at their best. Students will undergo a practice test in March. Data collected from the practice test will inform us of the key focus areas for all students.

The data will also guide us in arranging professional learning opportunities for our teachers.

Differentiation strategies will be implemented throughout the school. Our priority will be to maintain students in the U2Bs for each area. To do this, we will engage students using a variety of processes across the school. Strategies and programs will be implemented to cater for the ability levels and ensure that optimal learning is occurring for each of these children. Teachers will be supported through the use of diagnostic assessment practices and ACARA recommendations.

Great People

In 2015, staff will continue to reflect, consider and predict their career pathway using the Performance Development Plan. Teachers will align their Plan with the AITSL – National Professional Standards for Teachers. Consultation and feedback will occur with the principal and the Assistant Regional Director – Paul Williamson. Throughout the year the principal will continue to monitor the personal wellbeing of staff.

Empowerment

The pedagogical framework continued in 2014 will continue to be developed and implemented across the school. Regional support staff will actively engage staff to further deepen their understanding of the specific Design Questions being developed, in particular Design Question 1 which will incorporate target and goal setting for both students and teachers.

The major change in 2015 will be the incorporation of Professional Learning Communities and Professional Learning Teams. These will take place on a rotational basis every week for a period of 5 weeks. The first week will be a Professional Learning Community where all staff will engage in professional learning. In week 2, week 3 and week 4 staff will meet together in teams to discuss and share a specific agenda of items. In week 5 all staff will once again meet together to celebrate and share the strategies and best practice that they have discussed. Across the year, the focus areas of Reading, Writing, Numeracy and Data will be specifically targeted.

Engaged Partners

Teachers will once again provide students and their families with an opportunity for a seamless transition to the next sector for both our Prep and Year 6 students.

Parent participation will be promoted through the showcasing and celebration of student learning. The school will continue to build on the way in which it communicates with families through the electronic newsletter, website and early contact with parents.

An Early Years focus group will be established. Working bees to help maintain the school grounds will be established.

The school will host its Art Show and Art's Fair in October encouraging local artists to display their work.

High Standards

The school will continue to develop and implement the recommendations of the Teaching & Learning Audit held in 2012, the Internal Audit and Discipline Audit held in 2014 and the School Opinion Survey held annually.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	190	85	105	88%
2013	192	88	104	88%
2014	200	97	103	89%

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

Characteristics of the student body:

In 2014, at Mooloolah State School, the classes were composed of students from one year level, two different year levels or three different levels with the numbers of students in most classes compliant with the ratio of students to teacher. In 2013, the school made a commitment to the students entering secondary education in 2015. To best support these students in their transition, the school resourced two Year 5/6 classes. The Home Teacher of both classes played a major role by taking two of the key subjects introduced in the Australian Curriculum. One teacher taught English and History and the other teacher taught Math and Science.

Both teachers also taught the other Key Learning Areas supported by the Queensland Studies Authority. 15 of our students were indigenous while 10 students were verified with a disability.

The areas of disability included Hearing Impaired, Physical Impairment, Autism, Intellectual Impairment and Speech Language Impairment. All students were included in mainstream classes and supported by an incredibly passionate staff who understood their needs and who worked extremely closely with the children and their parents to provide the best possible educational experience.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	25	23	22
Year 4 – Year 7 Primary	26	24	31
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	4	0	14
Long Suspensions - 6 to 20 days	2	0	0
Exclusions [#]	0	0	0
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

Our distinctive curriculum offerings consisted of the eight Key Learning Areas. Teachers collaboratively worked 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 3 of 2014, teachers from all schools within the Glasshouse Coalition participated in the moderation of a piece of writing across each year level to ensure the validity and reliability of their assessment.

Students participated in whole class, small group and individual instruction. Focused genres were mapped across the school to ensure continuity of learning.

Students were engaged in Literacy Blocks that specifically targeted scaffolding and explicit teaching. Some year levels chose to group their students according to similar abilities so that they could cater for specific learning.

The use of ICTs was incorporated across all Key Learning Areas. Each classroom was resourced with an interactive SmartBoard and data projector. Students had access to iPad devices and Surface RT tablets which they used to consolidate their learning. Each class teacher was resourced with a set of digital resources to support their capacity to engage all students.

Extra curricula activities

Spanish Dancing was offered to the girls in Year 5, 6 and 7. Their performance for the community at our Grandparent's Day in Term 4 was a highlight of the day and provided the students with a valuable opportunity to develop their artistic ability.

Instrumental Music is offered to students from Year 4 -7. A teacher who visits the school each Thursday staffs the school. 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.

During these excursions, the children visited the Historical Centre at Caboolture, Maleny Dairy and Bilai Environmental Education Centre.

How Information and Communication Technologies are used to assist learning

In 2014, 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 two computer labs where students have access to approximately 30 computers.

Access to WiFi was increased through data outlets situated in the Resource Centre and in the remainder of teaching blocks.

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 their pedagogical practice.

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 2014, 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 are 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 2014, a Guidance Officer worked with students and their families each alternate Tuesday. The school was allocated a teacher to support Students with Disabilities and students requiring support for Literacy and Numeracy. The school employed the services of a Chaplain with support from the Federal Government and Scripture Union and the P&C. The school has been supported with a Chaplaincy service provided by Scripture Union and the Federal Government since 2007. In 2014, 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 as well as resiliency. In 2014, he continued hosting 'Coffee with Chappy' on a Friday morning, making a fine cup of coffee for any members of our community who wanted to stop by for a cuppa and a chat. The Chaplaincy Committee consisted of a small group that met each month to plan events and support for the students and their families.

Our Support Committee, consisting of the principal, guidance officer and inclusion teacher met on alternate weeks to consider students with needs in a range of areas including behaviour, social - emotional, cognitive, academic and those at risk of harm. 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 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 inclusion teacher and the Advisory Visiting Teacher associated with their disability.

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 an opportunity to mentor or be mentored with their learning. Our Support staff facilitated this extremely valuable opportunity. Staff also mentored students requiring support for their behaviour. 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.

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 were 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

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	89%	95%	87%
this is a good school (S2035)	100%	95%	87%
their child likes being at this school* (S2001)	89%	100%	87%
their child feels safe at this school* (S2002)	100%	100%	93%
their child's learning needs are being met at this school* (S2003)	82%	100%	87%
their child is making good progress at this school* (S2004)	93%	95%	80%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	89%	80%
teachers at this school motivate their child to learn* (S2007)	86%	89%	93%
teachers at this school treat students fairly* (S2008)	93%	100%	73%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	93%
this school works with them to support their child's learning* (S2010)	96%	100%	87%
this school takes parents' opinions seriously* (S2011)	89%	94%	73%
student behaviour is well managed at this school* (S2012)	79%	83%	80%
this school looks for ways to improve* (S2013)	96%	95%	71%
this school is well maintained* (S2014)	100%	95%	93%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	100%	95%
they like being at their school* (S2036)	97%	96%	92%
they feel safe at their school* (S2037)	100%	100%	99%
their teachers motivate them to learn* (S2038)	97%	100%	95%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	92%
teachers treat students fairly at their school* (S2041)	100%	98%	91%
they can talk to their teachers about their concerns* (S2042)	93%	92%	87%
their school takes students' opinions seriously* (S2043)	97%	96%	83%
student behaviour is well managed at their school* (S2044)	90%	88%	87%
their school looks for ways to improve* (S2045)	100%	98%	92%
their school is well maintained* (S2046)	100%	100%	96%
their school gives them opportunities to do interesting things* (S2047)	97%	92%	90%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	96%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		95%	96%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	96%
staff are well supported at their school (S2075)		100%	96%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	96%
their school is well maintained (S2078)		96%	100%
their school gives them opportunities to do interesting things (S2079)		95%	100%

* 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

In 2014, 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 2014, 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: school discos, Mothers' and Fathers' Day stalls and sausage sizzles. The P&C hosted a sausage sizzle at the Caloundra Bunnings store. The P&C also provided a valuable 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 2014. 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. The school newsletters were 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 once again donated a significant amount of money to support four students in the continuation of their education. The local member of parliament attended the celebration and also contributed to the awards as did the RSL and

local businesses, such as the Mooloolah Pharmacy – sponsor of The Dux of the Year, and the P&C – sponsor of the Annelle Cassells Bursary. Rotarians and former members of the Defence Force who visit and speak to the students at the ANZAC commemorative service also support the school. The Mooloolah IGA and Mooloolah Meats also provide a wonderful support to the school, supporting many of the 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. Low energy fluorescent lighting is also fitted to overhead lights.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	122,276	3,573
2012-2013	122,198	519
2013-2014	98,433	1,302

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

The staff of the school has a high attendance with data showing an attendance rate of 96.6. The retention rate of staff was 100%.

While no indigenous staff was employed by the school in 2014, indigenous students and their families were supported by one of our very experienced teacher aides.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	17	11	0
Full-time equivalents	13	7	0

Schools will report on the qualification of classroom teachers and school leaders employed at the school, based on those staff employed at the school at the end of Term 4 each year. Qualification should be reported at the highest level of attainment. The table and chart below could be used to describe the distribution of qualifications.

Qualification of all teachers

Masters	4
Graduate Diploma	4
Bachelor Degree	8
Advanced Diploma	
Diploma	1
Certificate	

*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 \$5489

The major professional development initiatives are as follows:

- Reading Strategies – 5 Reading Procedures – Reading Aloud to students, Modelled Reading, Shared reading, Guided reading, Independent Reading
- 5 Aspects of reading – Fluency, Broad and deep vocabulary, Active comprehension, Text and Textual Features, Knowledge of the World
- Literacy Skill – Inferencing – Cars and Stars, QAR, Shena Cameron Comprehension Strategies
- Writing Program – Modelled Writing, Shared Writing, Guided writing, Independent Writing
- 7 Steps to writing
- Numeracy rich routines – Number lines, Part/Whole Relationship, Reasoning and estimation and deepening Number facts
- Differentiation Strategies across all KLA's
- Moderation Practices
- ASOT – Curriculum Framework within

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.	97%	97%	97%

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 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

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).	92%	92%	93%

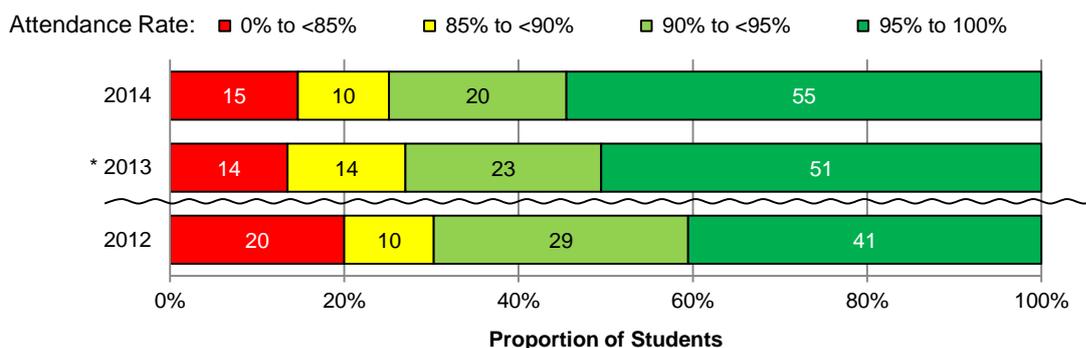
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	93%	91%	92%	94%	95%	91%	92%					
2013	93%	92%	94%	91%	93%	94%	93%					
2014	92%	94%	92%	94%	91%	96%	95%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data 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 DETE 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.

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 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 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 of 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.

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

In 2014, the indigenous attendance rate at our school was **90.8%**. The attendance percentage of non-indigenous students was 93.5%. The percentage of indigenous students attending above 85% was 75%. Data collected from the 2014 NAPLAN testing showed that the performance of indigenous students in Year 3 compared favourably with that of students from other schools on the Sunshine Coast and Queensland state schools apart from Numeracy where there was quite a range between the average for indigenous students and non-indigenous students. Results for Year 5 indigenous students were extremely favourable with indigenous students from Mooloolah State School out-performing Year 5 students from other Sunshine Coast schools and Queensland schools by a considerable margin. In Year 7, once again, there was a considerable difference between the performance of indigenous students and non-indigenous students who completed the NAPLAN testing.