

# Mooloolah State School

## Queensland State School Reporting

### 2015 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 were 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 teaching 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 through the P & C, have provided teacher with access to quality literacy, numeracy and technology resources.

The school's motto of '*Pride in Achievement*' reinforces our belief that learning is something we should celebrate and value. It is complimented by our Responsible Behaviour Plan which promotes the Mooloolah 4 Bs of Be Safe, Be Respectful, Be Responsible and Be an Active Learner. At Mooloolah, our school community focuses on social development through 'Kids Matter' which endorses and rewards positive behaviour and encourages students and parents to foster constructive relationships. Our Code of Positive Behaviour for students focuses on the importance of building resilience, respect and responsibility so that our students can have the opportunity to fulfil to their potential.

## School progress towards its goals in 2015

In 2015 the school had a focus in the following areas:

### Successful Learners

Students continued to use the C2C resources to ensure the focus areas of the Australian Curriculum were being met. In 2015 the Sunshine Coast Region compiled a Guide to School Based Assessment Tools and Year Level Expectations. Our teachers continued to plan and assess student work with this document in mind.

### High Standards

Key literacy and numeracy improvement strategies were implemented and developed throughout the school:

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

The balanced reading program was embedded in each class so that across the school there is a shared understanding of the pedagogical practices required for the 5 reading procedures (Guided Reading, Shared Reading, Modelled Reading, Independent Reading and Reading Aloud) aligned to Pearson's Gradual Release Model. Throughout the reading program, students were coached and mentored to use the comprehension strategies they have been taught as part of their reading practice across all Key Learning Areas. Resourcing of our Reading Program continued with the purchase of Big Books

Our Early Years students had a chance to work with an STLN trained in the Reading Recovery program. Additional staff were employed to support students from years 3-6.

Paragraphing and Sentence structure along with Spelling continued to be a key focus areas for 2015. Numeracy rich routines were the key focus for our maths program with particular emphasis on warm up routines.

In 2015, we ensured that we had a NAPLAN action strategy so that students could perform at their best. Data collected from the practice tests in March informed us of the key focus areas for all students.

Differentiation strategies were implemented throughout the school. Our priority was to maintain students in the U2Bs for each area. To do this, we engaged students in online extension programs in writing and numeracy. Teachers were supported through the use of diagnostic assessment practices and the involvement of Principal Education Officers (NCR).

### Great People

In 2015, staff reflected, considered and predicted their career pathway using the Annual Performance Development Plan. Teachers align their Plan with the AITSL – National Professional Standards for Teachers. Consultation and feedback occurred with the Principal who continued to monitor the personal wellbeing of staff.

### Empowerment

The development of a Mooloolah State School pedagogical framework continued in 2015 and was implemented across the school.

The major change in 2015 was the commencement of Professional Learning Communities and Professional Learning Teams. These took place on a rotational basis every week for a period of 5 weeks. Across the year, the focus areas of Reading, Writing, Numeracy and Data were specifically targeted.

### Engaged Partners

Teachers provided students and their families with a seamless transition to the next sector for both our Prep and Year 6 students.

Parent participation was promoted through the showcasing and celebration of student learning. The school continued to build on the way in which it communicated with families through the electronic newsletter, website and early contact with parents. The school hosted its Art Show and Art's Fair in October encouraging local artists to display their work.

#### High Standards

The school continued 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.

#### **Future outlook**

In 2016 we look forward to continuing our success in the following focus areas:

(i) *Effective Teaching of Writing*

In 2016, student writing success will be ensured through supporting teachers in their delivery of a balanced, evidenced-based program that reflects the appropriate year level expectations for writing. Teacher knowledge and expertise will be developed through our involvement in the Writing Success Project and Principal Education Officers employed within the North Coast Region. There is an expectation of a dedicated writing time each day in every classroom. Teachers will be supported with release to plan and work with the Master Teacher with the aim of embedding a Gradual Release model within the classroom writing program.

(ii) *Effective Teach of Numeracy*

In 2016, we will continue to implement the routine of pre and post testing of students' numeracy concepts each term. Teachers will use this data as a means of informing their teaching focus in numeracy and provide appropriate student support.

Access to Principal Education Officer (Mathematics) and Master Teacher will ensure teachers possess the necessary knowledge and skills to effectively plan, assess and monitor student performance.

There will be an expectation that warm ups are a routine part of most maths lessons in order to engage and motivate student in their learning.

Another area of development for our teaching staff will to incorporate open ended maths activities to cater for the range of abilities within each class, especially for the students who are performing above year level expectations.

(iii) *Art of Science of Teaching (ASoT)*

In 2016, we will engage staff to further deepen their understanding of proven, evidence-based teaching practices, as outlined in the ASoT Pedagogical Framework. To ensure that these practices are sustainable, selected teaching staff will be released and trained in ASoT over a period of 5 days. Design Questions 1 (Learning Goals and Feedback), Design Question 2 (Interacting with New Knowledge) and Design Question 6 (Rules and Procedures) will be our specific focus for the year and will be regularly addressed at staff meetings each term.

As teacher confidence grows in the implementation of these ASoT strategies, administration and trained staff will commence a cycle of teacher observations and feedback.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	192	88	104	14	88%
2014	200	97	103	11	89%
2015	174	81	93	15	93%

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

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

In 2015, there were no students enrolled in a Pre-Prep program.\*

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

### Characteristics of the student body:

At Mooloolah State School, the student body reflects a broad cross section of the socio-economics of our local community. In 2015, at Mooloolah, the classes were composed of students from one or two different year levels with the numbers of students in classes compliant with the ratio of students to teacher.

Fifteen of our students were indigenous while 7 students were verified with a disability. The areas of disability included Physical Impairment, Autism, Intellectual Disability and Speech Language Impairment. All students were included in mainstream classes and supported by passionate staff who understood their clients' needs and who worked closely with the children and their parents to provide the best possible educational experience.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	22	24
Year 4 – Year 7 Primary	24	31	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

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

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	14	10
Long Suspensions - 6 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

## Curriculum delivery

### Our approach to curriculum delivery

Our curriculum offerings consisted of the eight Key Learning Areas as instructed by the Australian Curriculum. Teachers collaboratively worked with visiting staff from Regional Office to align their teaching, learning and assessment. Units of work were drawn from Curriculum into the Classroom (C2C) units of work developed for teachers by the Queensland Curriculum and Assessment Authority (QCAA). In Term 3 of 2015, 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. Students were engaged in Literacy Blocks that specifically targeted scaffolding and explicit teaching of reading.

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

### Extra curricula activities

Spanish Dancing was offered to the girls in Year 4, 5 and 6. This troupe of dancers performed at several school and community events throughout the year.

Instrumental Music was also offered to students from Year 4, 5 and 6 by a visiting teacher each Thursday. A number of students took advantage of the opportunity to play woodwind, brass and percussion instruments.

Strategic use of data helped identify specific students for additional support or extension in online, virtual classrooms. These programs were provided to our students by the Brisbane School of Distance Education, in writing, numeracy and problem solving.

### How Information and Communication Technologies are used to improve learning

In 2015, 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.

Students had 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 accessed software program 'Writing with Symbols' and many other digital technologies that assist in their learning.

## 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 2015, a Guidance Officer worked with students and their families each Wednesday. The school was allocated a teacher to support Students with Disabilities and, in addition, employed two part-time teachers (STLN) to support students requiring assistance in Literacy and Numeracy.

The school employed the services of a Chaplain (over 5 days each fortnight) with funding from the Federal Government and Scripture Union and the P&C. The chaplain worked with students and their families providing individual one-on-one support and encouraged the growth of social and emotional learning as well as resiliency.

Our Student Support Committee, consisting of the Principal, Guidance Officer, Inclusion Teacher and STLN met weekly to consider students with needs in a range of areas including behaviour, social - emotional, cognitive, academic and those at risk of harm. All students verified with a disability were immersed into the mainstream classes with 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.

Selected students were also supported at Homework Club where they began each day with an opportunity to mentor or be mentored with their learning. 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 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	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	95%	87%	84%
this is a good school (S2035)	95%	87%	88%
their child likes being at this school (S2001)	100%	87%	96%
their child feels safe at this school (S2002)	100%	93%	96%
their child's learning needs are being met at this school (S2003)	100%	87%	88%
their child is making good progress at this school (S2004)	95%	80%	96%
teachers at this school expect their child to do his or her best (S2005)	100%	93%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	80%	83%
teachers at this school motivate their child to learn (S2007)	89%	93%	84%
teachers at this school treat students fairly (S2008)	100%	73%	79%
they can talk to their child's teachers about their concerns (S2009)	100%	93%	92%
this school works with them to support their child's learning (S2010)	100%	87%	80%
this school takes parents' opinions seriously (S2011)	94%	73%	74%
student behaviour is well managed at this school (S2012)	83%	80%	75%
this school looks for ways to improve (S2013)	95%	71%	79%
this school is well maintained (S2014)	95%	93%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	95%	100%
they like being at their school (S2036)	96%	92%	95%
they feel safe at their school (S2037)	100%	99%	98%
their teachers motivate them to learn (S2038)	100%	95%	93%
their teachers expect them to do their best (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work (S2040)	98%	92%	93%
teachers treat students fairly at their school (S2041)	98%	91%	88%
they can talk to their teachers about their concerns (S2042)	92%	87%	88%
their school takes students' opinions seriously (S2043)	96%	83%	93%
student behaviour is well managed at their school (S2044)	88%	87%	79%
their school looks for ways to improve (S2045)	98%	92%	98%
their school is well maintained (S2046)	100%	96%	95%
their school gives them opportunities to do interesting things (S2047)	92%	90%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	96%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	95%	96%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	96%	100%
staff are well supported at their school (S2075)	100%	96%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	96%	100%	100%
their school gives them opportunities to do interesting things (S2079)	95%	100%	100%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

In 2015, parents continued to take an active interest in all major school events. They were generous in their support for the school by their active participation in marquee events such as Under 8s' Day, Grandparents Day, day for Daniel, together with the Athletics and the Swimming Carnivals. Our volunteering parents do a remarkable job in the classroom in assisting the learning of all students. They regularly 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.

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 2015, the P&C generously contributed to the school budget and encouraged fundraising activities that supported important school and community events. Examples of fundraising included: school discos, Mothers' and Fathers' Day stalls 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.

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 2015. These were valuable opportunities for parents and teachers to share information with one another.

Newsletters were produced fortnightly and included a contribution from each of the classes to update parents on school events. The school newsletters were also uploaded to our website.

Student assemblies were held every Thursday at 2:30pm. The Principal, with help from year 6 Student Leaders, conducted the assemblies.

### 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
2012-2013	122,198	519
2013-2014	98,433	1,302
2014-2015	101,788	3,583

\*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

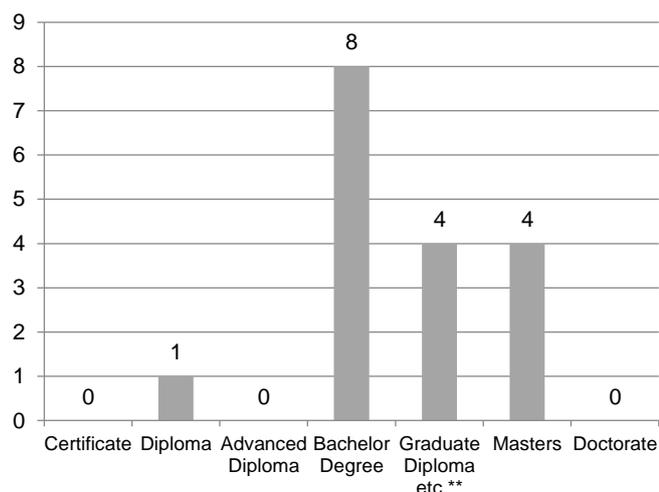
The staff of the school has a high attendance with data showing an attendance rate of 97.7. While no indigenous staff was employed by the school in 2015, indigenous students and their families were supported by one of our teacher aides.

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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	17	11	<5
Full-time equivalents	13	7	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.**	4
Masters	4
Doctorate	0
<b>Total</b>	<b>17</b>



\*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 2015 was approximately \$9 000

The major professional development initiatives were as follows:

- Spelling - using Words Their way
- Seven Steps to Writing Success
- Assessing writing using Naplan writing marking guide
- Numeracy rich routines – Warm ups, pre and post numeracy testing using NCR diagnostic assessments, open-ended questioning
- Moderation Practices – Glasshouse Coalition
- Prep Curriculum delivery - Walker Approach to Learning
- E-Smart – developing a school approach

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

#### Average staff attendance

	2013	2014	2015
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, 90% of staff was retained by the school for the entire 2015 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

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Sector:

Government

Non-government

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

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

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	91%	92%

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

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

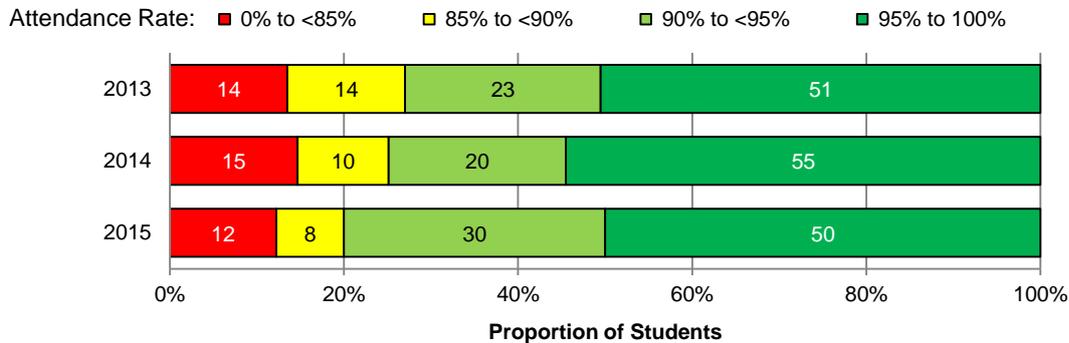
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	93%	92%	94%	91%	93%	94%	93%					
2014	94%	92%	94%	92%	94%	91%	96%	95%					
2015	94%	94%	93%	92%	94%	93%	93%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



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

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

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

## 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/>.

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