Moggill State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

The 2014 Moggill State School (MSS) Annual School Report outlines for our parents, students and school community information on mandated areas of school reporting, which is common for all State and Non-State schools in Queensland. This report also provides an overview of the successes and highlights of MSS in 2014. The report is published on the school's website by 30 June each year. School and community members who wish to discuss the report may do so by contacting the Principal or Deputy Principal. As a school community we take great pride in the achievements of our students and staff. We also recognise the essential role that staff, parents and the wider community play in providing and promoting a safe, secure and challenging environment, which caters for and supports the needs of all students. Our commitment to the provision of programs which cater for all students is demonstrated through the range of programs and activities offered at MSS in the academic, social skills, learning support, extension, gifted and talented (G&T), music, the Arts and sporting fields.

Our Parents' and Citizens' Association and associated committees are extremely active in all aspects of school life at MSS. We welcome and embrace this commitment. Our achievements would be limited without this close working relationship. MSS is an outstanding school with an excellent reputation in the local and wider community.

School progress towards its goals in 2014

The MSS Improvement Plan in 2014 used school performance DATA to identify areas for improvements. This improvement was able to occur owing to the implementation of a suite of strategies supported by the latest educational research. Support TEAMS throughout the school worked with staff to model the way, supporting staff through professional development to implement

and monitor improvement strategies. At the end of 2014, we conducted quality assurance processes (using a range of data gathering tools) to ensure improvements and gains were made. The improvement strategies that were focused on to ensure student learning improvement occurred consisted of:

- HIGH Quality Teaching

- Students ACHIEVING

- Capacity BUILDING

- RESOURCING the Strategies / SUPPORT Systems

- School Community PARTNERSHIPS.

Future outlook

Our focus at MSS is around our explicit improvement agenda in the areas of Literacy (Reading Comprehension/Writing) and Numeracy. Our community prides itself on our strong teaching and learning culture, which provides students with a safe, caring and supportive environment, where students are provided with the best opportunity to learn and be their best.

Having pride in our GREAT school is something that students, staff and parent/carers are proud of.

We have high academic, social and extra-curricular expectations of the students who attend MSS. School staff and parents/carers work closely together to ensure learning programs are tailored to the identified learning needs of each and every child.

Our school's clear purpose of *EVERY Student, EVERY Day – Learning and Achieving* is engrained in all of our learning programs. Our school goals/priorities for 2014 were:

- **Writing improvement for EVERY student**
- **Reading Comprehension improvement for EVERY student**
- **Numeracy improvement for EVERY student**
- **Whole School Curriculum Framework review and implementation**

These school goals/priorities were supported by implementing the following strategies:

1. Continue the audit and review process for year level units of work and programs to ensure alignment with the Australian Curriculum.

2. Consolidate the Australian Curriculum, sourcing appropriate resources.

3. Celebrate cultural diversity – focus on Aboriginal and Torres Strait Islander perspectives (implementation of the MSS Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS) Program) and the EQ Solid Pathways Program.

4. Maintain our commitment to LOTE – provision of a designated LOTE room and Year 5 program.

5. Ensure identification and support of individual student needs.

6. Differentiate the curriculum to meet individual learning needs of ALL students.

7. Maintain our commitment to Workplace Health and Safety.

8. Installation of two class sets of tablet computer devices across the school.

9. Focus staff professional development on pedagogical awareness: teaching and learning as well as the explicit teaching of reading / writing.

10. Negotiate and support individual staff professional development plans, ensuring our PD focus is on EQ and school priorities.

11. Establish processes for supervisor and peer feedback of teaching practice and assessment and a Coaching at Moggill-Pedagogical (CaMPed) policy.

12. Strengthen the opportunity for and performance of school leaders and aspirants by introducing Year Level Coordinators and the Teaching and Learning TEAM juncture representatives.

13. Developing closer links with our local community kindergarten and child care facilities by providing clear information about our school's philosophy and commitment to student learning. We will also provide professional development for local providers.

14. Continue to develop pride in attending MSS by implementing the school's new uniform and Responsible Behaviour Plan, as well as highlighting our expectations around student attendance (introduction of the Student Attendance TEAM - SAT to monitor attendance).

15. Developing closer links with Kenmore State High School to further develop our transition programs to high school for Year 6 students.

16. Continue to run our school's PLAYGROUP program for pre-school age children in our local community.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	652	295	357	97%
2013	647	310	337	96%
2014	682	325	357	98%

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

Characteristics of the student body:

MSS is a Band 9 primary school. Established in 1866, MSS has served an area that has seen growth from timber, farming, quarrying and mining to a thriving semi-rural and suburban residential area supporting a middle to upper socio-economic population. MSS is located in the western suburbs of Brisbane and is part of the Metropolitan Region of Department of Education and Training.

MSS (currently) has the following classes/Year levels:

- Four Prep classes – 86 students
- Four Year 1 classes – 102 students
- Four Year 2 classes – 100 students
- Four Year 3 classes - 99 students
- Four Year 4 classes (including a 4/5 multi-age class) – 88 students
- Three Year 5 classes (including a 4/5 multi-age class) – 91 students
- Three Year 6 classes – 84 students

The school has experienced steady growth over the previous few years. A very small percentage of students leave the state system to move to the private school system for their secondary schooling, with the majority of graduating Year 7 students attending Kenmore State High School. Rarely do students from Years 4 and 5 leave to attend the private system for their middle years of schooling option. This is indicative of the curriculum offerings of MSS.

The standard of achievement of the students at Moggill is very high and similar to other schools in the Kenmore Cluster of Schools. Results for the Years 3, 5 and 7 in 2014 National Assessment Program Literacy and Numeracy (NAPLAN) assessments have been consistently high. School procedures identify students who require support through the Student Support Program, as well as children who require programs for extension and enrichment.

Students at MSS are well behaved and demonstrate a respect for school staff and students. Students understand and accept responsibility for their actions. The community values the education of their children and ensures support in all aspects of school life.

The school enjoys a tradition of success in many areas of the school curriculum. Through a combination of effective practice together with high levels of expectations from parents, students and teachers, MSS is an environment where a high quality of education is achieved.

The community of Moggill and surrounds consists of the developing areas of Bellbowrie, Moggill and Anstead. The community is middle to upper socio-economic with a mix of acreage and suburban residential properties.

MSS has a highly supportive and active Parents' and Citizens' Association who contribute to the ongoing learning programs and school improvement projects of the school. Their support of our school is to be commended. The community has high expectations for educational outcomes for students. Community

involvement in school activities and social functions is high. New families are welcomed into the social structure of the school.

At MSS we strive for the highest standards in delivering education by:

- Creating a safe, tolerant and disciplined environment for students
- Preparing young people to be active and reflective Australian citizens
- Developing the skills and desire for lifelong learning in our students
- Providing students with the best opportunity to learn and achieve – EVERY STUDENT, EVERY DAY
- Building students' confidence in their relationships with other cultures in Australia and abroad.

Average class sizes

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

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	2	5	3
Long Suspensions - 6 to 20 days	0	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

In 2014 MSS offered a comprehensive curriculum program from Preparatory to Year 7 that is consistent with the Department of Education and Training policies and is focussed on learning for life. All Key Learning Areas (KLAs) are included. We are proud of the school's record of high academic achievement.

The school assists students to reach their full potential in all areas. To achieve this, our school offers a balanced program of academic, social, physical and cultural activities. Many of Moggill's students are actively involved in extra-curricular activities and supplementary and support programs facilitated by the school. These activities and programs are outlined below.

Extra curricula activities

1. Junior and Senior Choral groups
2. External Testing Program (ICAS) for Year 3-7 in the areas of Science, Mathematics, Writing and English
3. Enrichment and Extension Programs, including – Robotics, Excellence Expo, Opti-Minds, Maths Teams Challenge, Young Scholars' Program, Mathletics, BRAINWays Days of Excellence, Regional Literacy and Numeracy programs of excellence
4. Instrumental Music Program, including Strings Ensembles and Junior and Senior Concert Band
5. Author-in-Residence
6. Interschool Sporting Programs
7. School Camps Program – in 2014 Year 6 and Year 7 (Year 7 trip to Canberra)
8. Senior School Leadership Program, including Student Council
9. Environmental Group, Gardening Club and sustainable awareness activities
10. Performing Arts Program – Prep to Year 7
11. Pathways to Peace Program
12. Pastoral Care Program
13. Perceptual Motor Program
14. Metalinguistic Program Prep/Year 1
15. Levelled Literacy Intervention (LLI) Program for identified students
16. Oracy Program for identified students
17. Upper 2 Bands Program (refers to NAPLAN results) for identified students for literacy and numeracy
18. Learning Support Programs and Guidance/ESL/Speech Language/ST-LAN/AVT Support
19. Chaplaincy support programs.

How Information and Communication Technologies are used to assist learning

MSS has established a strong reputation in the area of learning technology. A network of the latest specification computers is connected to a powerful server. This ensures that the students have multiple access points to the latest software in each classroom and in the 3 Computer Laboratories (two of the labs being portable/mobile tablet devices). The 5 year ICT plan is to have a set of tablet computers for every teaching block within the school. Our entire school is networked for wireless connection.

In Years Prep – Year 3, computers are used in a variety of ways to support and reinforce concepts taught. A variety of software is accessed to support learning in all areas of the curriculum.

In Years 4-7, staff and students utilise computers as tools for learning. The emphasis in these years is on accessing information and developing computer literacy and skills as a preparation for the future.

The school has an ICT Committee as well as employing a technician who supports the school network.

Social Climate

Staff responses on the 2014 School Opinion Survey rated the school climate above the mean for state schools in Queensland in areas pertaining to school climate that were surveyed and in many cases, above the mean for like schools.

Moggill State School's *Responsible Behaviour Plan (RBP)* supports both staff and student well-being including strategies to support the development of a positive, safe and healthy environment for all members of our school community. MSS's RBP includes strategies for:

1. Proactive social skilling
2. Classroom and playground behaviour management
3. School rules
4. Key principles to guide interactions within our school community
5. Strategies to support the "National Safe Schools Framework" [2003], to support student well-being, including school strategies to address bullying, harassment and violence.
6. The Pathways to Peace Program.

A "Gotcha" system exists at MSS to acknowledge positive student classroom and playground behaviour. In addition, a Reflection Room is in place to support the school's response to inappropriate, irresponsible behaviours.

The Chaplaincy Program at MSS is focussed on having a caring presence, advocating school policy, and an additional complimentary support service for the school. Our Religious Education providers connect informally with staff, students and parents and formally through voluntary Religious Education classes (Year 1-7) and attendance at school parades and special occasions. Our Religious Education providers are representative of the local Christian churches in caring for the "whole" school community.

Parent, student and staff satisfaction with the school

Parents and students indicated through their responses on the 2014 School Opinion Survey, a very high level of satisfaction with the quality of education provided at MSS. The school workforce indicated a reasonably high level of satisfaction with the professional development opportunities available to support school and system priorities. School staff also indicated a high level of satisfaction with the morale within the school.

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	92%	99%
this is a good school (S2035)	100%	92%	99%
their child likes being at this school* (S2001)	100%	100%	99%
their child feels safe at this school* (S2002)	100%	96%	99%
their child's learning needs are being met at this school* (S2003)	100%	96%	98%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is making good progress at this school* (S2004)	100%	96%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	92%	96%
teachers at this school motivate their child to learn* (S2007)	100%	96%	98%
teachers at this school treat students fairly* (S2008)	100%	91%	96%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	99%
this school works with them to support their child's learning* (S2010)	95%	92%	98%
this school takes parents' opinions seriously* (S2011)	84%	91%	98%
student behaviour is well managed at this school* (S2012)	90%	92%	97%
this school looks for ways to improve* (S2013)	100%	100%	99%
this school is well maintained* (S2014)	86%	88%	99%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	93%	96%	98%
they like being at their school* (S2036)	97%	98%	95%
they feel safe at their school* (S2037)	95%	96%	98%
their teachers motivate them to learn* (S2038)	95%	97%	98%
their teachers expect them to do their best* (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	97%	98%
teachers treat students fairly at their school* (S2041)	83%	93%	98%
they can talk to their teachers about their concerns* (S2042)	85%	92%	95%
their school takes students' opinions seriously* (S2043)	83%	91%	93%
student behaviour is well managed at their school* (S2044)	78%	91%	96%
their school looks for ways to improve* (S2045)	91%	97%	99%
their school is well maintained* (S2046)	90%	97%	97%
their school gives them opportunities to do interesting things* (S2047)	86%	92%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	98%
they feel that their school is a safe place in which to work (S2070)		96%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they receive useful feedback about their work at their school (S2071)		94%	92%
students are encouraged to do their best at their school (S2072)		100%	98%
students are treated fairly at their school (S2073)		100%	98%
student behaviour is well managed at their school (S2074)		98%	98%
staff are well supported at their school (S2075)		96%	92%
their school takes staff opinions seriously (S2076)		92%	92%
their school looks for ways to improve (S2077)		98%	98%
their school is well maintained (S2078)		94%	98%
their school gives them opportunities to do interesting things (S2079)		94%	96%

* 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

A cooperative partnership between school, home and the community fosters a positive and productive learning environment. At MSS we actively promote parent participation in school development, planning and activities. Many of our parents are involved on a daily basis in classrooms as volunteers, supporting teachers and students in the teaching and learning process. Parent representatives also participate on school committees and contribute to the decision making processes in the school. Parent participation strengthens the link between home and school, enriching the school and fostering a climate of care and support. This is reflected in the retention rate of students across key junctures at MSS. To strengthen parent and community member involvement in the school, MSS offers the following activities:

1. Parent/teacher information sessions
2. Enrolment information days
3. Parent/teacher interviews
4. School open day
5. Parent workshops
6. Parent education programs – Support-a-Reader/Writer/Maths
7. School participation in community Youth Awards – Rotary and RSL
8. School links with community groups are prioritised in school planning – Child Care/Churches/Rotary and Lions
9. Parents and community groups are invited to participate in school ceremonies – Leadership Awards, special parades, ANZAC Day and Remembrance Day
10. School community is invited to participate in the school's Volunteer Links Community Program.

In 2014, the Parents' and Citizens' Association continued to make significant contributions to the school. The P&C Association continued to provide funding to, enhance the school's teaching/learning resources and programs and upgrade school facilities.

We thank our parents for their commitment to and involvement with our school.

Reducing the school's environmental footprint

MSS remained committed to reducing our environmental footprint in 2014. Given enrolment growth, it was not unexpected that there was also growth in water and electricity use. Our School Environmental Management Plan (SEMP) outlined a range of measures designed to reduce water and electricity use. Note that it is anticipated that in 2015 there will be increases in electricity use owing to the continued out of hours use of our school hall.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	1,586	2,160
2012-2013	220,263	2,096
2013-2014	237,121	2,072

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	45	17	0
Full-time equivalents	37	12	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	7
Advanced Diploma	0
Bachelor Degree	34
Graduate Diploma etc.**	0
Masters	3
Doctorate	0
Total	**45**
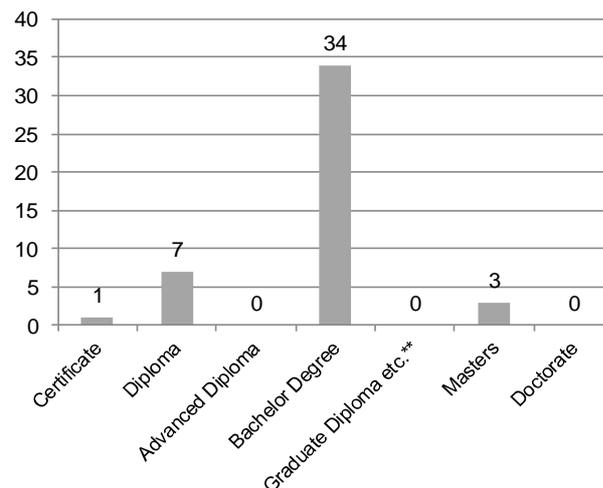
*Teaching staff includes School Leaders

**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 $41 109.83.

The major professional development initiatives were as follows:

1. 2014 NAPLAN Preparation
2. Implementing the Australian Curriculum
3. First Aid Recertification Course
4. Peer Coaching
5. My HR WH&S training
7. Disability Services
8. Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS)
9. Differentiating teaching practice and achieving student improvement
10. Child Protection
11. Code of Conduct
12. Asbestos Training (annual)
13. Induction for new staff
14. Hidden Histories
15. It's Everyone's Business
16. Analysis of school wide data
17. Regional Leadership Days
18. Explicit Teaching & Learning Framework
19. Anaphylaxis training
20. Work with Literacy Solutions Consultants
21. Kenmore Alliance of School (KAOS).

Providers of the above mentioned PD included Education Queensland, educational consultants, the Kenmore Cluster of Schools and internal PD provided by staff of MSS. The involvement of the teaching staff in professional development activities during 2014 was 100%. This figure is based on the fact that

all teaching staff attended at least one professional development activity. Most certainly, all full-time teaching staff were required to attend and verify at least 20 hours of PD linked to each of the standards specified in the Queensland College of Teachers' Professional Standards for Queensland Teachers.

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.	94%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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

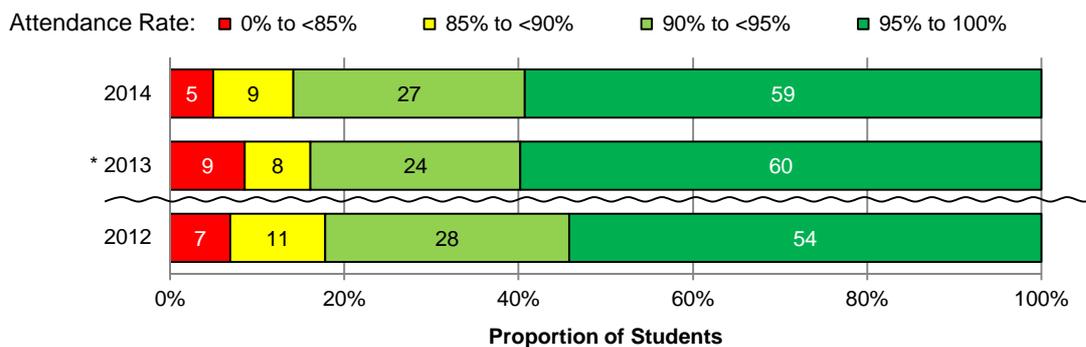| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	95%

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

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	5	9	27	59
* 2013	9	8	24	60
2012	7	11	28	54

Proportion of Students

*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.

Class rolls are marked twice daily with all absences recorded by the administration staff following the morning roll collection. Parents and caregivers are required to advise the school by telephone or in writing when a child is absent from school for any reason. An out-of-hours answering machine is designated for this purpose. Parents/caregivers are required to provide the following information: child's name, class, details of absence, reason for absence. Unexplained absences are investigated with a SMS message sent to the child's parent/caregiver by admin staff each day. Extended periods of absence by students are addressed through a formal process by the Principal and Deputy Principal. The school has a Student Attendance TEAM (SAT) who meet each week to monitor student attendance and conduct school-based meetings or home visits to discuss concerns with parents/caregivers as the need arises.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7 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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Achievement – Closing the Gap

The 2014 Closing the Gap Report indicates that the gap between Indigenous and non-Indigenous students has remained static with reference to attendance, attainment and retention. Given the small number of Indigenous students at MSS, it is difficult to make meaningful conclusions from the data presented in this report. Our school has a carefully constructed EATSIPS Program that identified and meets the needs of students.