Moggill State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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School overview

Moggill State School has an excellent record of achievements in the academic, musical and sporting areas. The current student enrolment is 765 (as at 11 June 2019), with students from Prep to Year 6. Our focus at Moggill State School is around our explicit improvement agenda in the areas of Literacy (Reading/Writing/Spelling) and Numeracy. We are ensuring that every student is literate, numerate, curious and connected to the world around them. Our community prides itself on our strong school 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 that attend Moggill State School. 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 2018 are directed towards ensuring every student is literate, numerate, curious and connected to the world around them. To achieve this, our sharp and narrow improvement focus for 2018 is: Writing and Spelling improvement for every student; Numeracy improvement for every student;and a focus on Inquiry Based Teaching and Learning. Strong partnerships exist between school staff, students and parents/caregivers. We encourage the involvement of parents/carers and our community in school life at Moggill State School. We are fortunate to have a strong and supportive Parents and Citizens Association. Our school is your school - join the partnership!

School progress towards its goals in 2018

During 2018 Moggill State School continued its Curiosity and Powerful learning initiative, focussing on Inquiry, Cooperative Groups and Higher Order Questioning. The MSS Explicit Improvement Agenda in 2018 used school performance data to identify areas for improvement. This improvement was able to occur owing to the implementation of a suite of strategies supported by the latest educational research. Staff collaborate to ensure a consistency of pedagogical approach, alignment to the Australian Curriculum and support for all students learning and social/emotional needs. Through professional development opportunities (Case Management and Professional Learning Teams) staff implement and monitor improvement strategies. At the end of 2018, quality assurance processes (using a series of Inquiry Cycles) were used to ensure improvements and gains were made in identified areas.

Future outlook

Our strategies for 2019-2020 (2019) include:

- Supporting all staff to achieve high standards of professionalism and develop leadership capabilities.

- Implementing, monitoring and reviewing attendance, behaviour and attainment strategies for continuous improvement.

- Continuing the implementation of the Australian Curriculum (AC), particularly The Arts, Technology, HPE and STEM. The AC should be embedded by 2020.

- Continuing the Curiosity and Powerful Learning (C&PL) initiative.

- Integrating the Pullenvale Environmental Education Centre (PEEC) initative with MCARF to develop connected teachers.

- Using peer observations, feedback, differentiated coaching to improve writing practices.

- Using data, inquiry and self-evaluation to improve teaching.

- Providing challenging learning experiences that further develop writing and numeracy expertise across the curriculum.

- Using a deep understanding of the AC to adopt and adapt the C2C materials to suit the school context.

- Building teacher capability in data literacy and assessment analysis.

- Ensuring differential diagnosis intervention and support for all students as part of teaching and learning.
- Analysing student data regularly to monitor progress, guide teaching practices and prompt early intervention.

We look forward to the challenges inherent with an ever growing school.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	673	736	750
Girls	340	378	368
Boys	333	358	382
Indigenous	4	5	7
Enrolment continuity (Feb. – Nov.)	97%	97%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The school has experienced increased 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 6 students attending Kenmore State High School. Rarely do students from Years 4 and 5 leave to attend the private school 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 MSS is very high and similar to other schools in the Kenmore Alliance.

Results for the Year 3 and 5 in 2018 National Assessment Program Literacy and Numeracy (NAPLAN) assessments were high. 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. 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	26	25	25
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

In 2018 MSS offered a comprehensive curriculum program from Prep to Year 6 that is consistent with the Department of Education and Training policies and is focussed on developing life-long learners. All Key Learning Areas (KLAs) are included. We are proud of the school's record of high academic achievement.

Implementing the Australian Curriculum through an explicit teaching model that is incorporated within the Curiosity and Powerful Learning (C&PL) Framework, students are provided with high quality teaching, maximising learning outcomes for all students. 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.

Co-curricular activities

Our co-curricular programs consist of:

- Beginner, Junior and Senior Choral groups
- External Testing Program (ICAS) for Years 2-6 in the areas of Science, Mathematics, Digital Technology, Writing and English
- Enrichment and Extension Programs for highly capable students, including – Opti-Minds, Maths Teams Challenge, Young Scholars' Program, Regional Literacy and Numeracy programs of excellence, Creative Generations (CGen)
- Instrumental Music Program, including Strings Ensembles and Junior and Senior Concert Band
- Interschool Sporting Programs as well as after school sporting programs
- School Camp Program – in 2018 Year 5 (Runaway Bay Sports Super Centre) and Year 6 (Canberra)
- Senior School Leadership Program, including Student Council (using Pathways to Peace)
- Peace Keepers Program
- Reading Club
- Pathways to Peace Program
- Levelled Literacy Intervention (LLI) Program for identified students
- Learning Support Programs and Guidance/EALD/Speech Language/ST-LaN/AVT Support
- Chaplaincy support programs

How information and communication technologies are used to assist learning

MSS has established a strong reputation in the use of digital learning technologies. 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). Our entire school is networked for wireless connection. In Prep – Year 3, computers are used to support and reinforce teaching and learning. A variety of software is accessed to support learning across the curriculum. Students in Prep – Year 1 use iPads in classrooms to support cooperative group learning. In Years 4-6, 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 employs an ICT technician who supports the school network.

Social climate

Overview

Staff responses on the 2018 School Opinion Survey rated the school climate well above the mean for state schools in Queensland in areas pertaining to school climate that were surveyed and in many cases, well 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

Other strategies to support student well-being, include:
- The Pathways to Peace Program.
- A "Gotcha" system exists at MSS to acknowledge positive student classroom and playground behaviour that reflects the Pathways to Peace program's code
- A Reflection Room is in place to support the school's response to inappropriate, irresponsible behaviours. The school also enlists senior student volunteers as Peace Makers in the junior playground areas to support the implementation of the Peace Code.

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 Instruction providers connect informally with staff, students and parents and formally through voluntary Religious Education classes (Year 1-6).

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Carers, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	99%	100%	99%
• this is a good school (S2035)	100%	100%	97%
• their child likes being at this school* (S2001)	98%	99%	96%
• their child feels safe at this school* (S2002)	99%	99%	95%
• their child's learning needs are being met at this school* (S2003)	95%	96%	100%
• their child is making good progress at this school* (S2004)	99%	96%	98%
• teachers at this school expect their child to do his or her best* (S2005)	99%	98%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	97%	94%
• teachers at this school motivate their child to learn* (S2007)	97%	98%	97%
• teachers at this school treat students fairly* (S2008)	95%	95%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	96%	95%	96%
• this school works with them to support their child's learning* (S2010)	94%	97%	95%
• this school takes parents' opinions seriously* (S2011)	97%	96%	93%
• student behaviour is well managed at this school* (S2012)	97%	94%	92%
• this school looks for ways to improve* (S2013)	99%	99%	97%
• this school is well maintained* (S2014)	99%	99%	97%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	99%	97%
• they like being at their school* (S2036)	94%	98%	93%
• they feel safe at their school* (S2037)	97%	99%	94%
• their teachers motivate them to learn* (S2038)	98%	100%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	91%
• teachers treat students fairly at their school* (S2041)	90%	92%	77%
• they can talk to their teachers about their concerns* (S2042)	90%	93%	82%
• their school takes students' opinions seriously* (S2043)	92%	91%	89%
• student behaviour is well managed at their school* (S2044)	90%	91%	74%
• their school looks for ways to improve* (S2045)	98%	98%	94%
• their school is well maintained* (S2046)	96%	95%	93%
• their school gives them opportunities to do interesting things* (S2047)	96%	97%	97%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	98%	98%
• 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%	91%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	97%	91%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	98%	98%	100%
• student behaviour is well managed at their school (S2074)	96%	87%	91%
• staff are well supported at their school (S2075)	93%	94%	91%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	87%	96%	87%
• their school looks for ways to improve (S2077)	96%	98%	100%
• their school is well maintained (S2078)	98%	91%	98%
• their school gives them opportunities to do interesting things (S2079)	95%	96%	93%

* Nationally agreed student and parent/caregiver items.

\# '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

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. Parent workshops
5. School links with community groups are prioritised in school planning – Child Care/Kindergartens/Sporting Groups/Rotary/Lions and RSL.
6. Parent and community groups are invited to participate in school ceremonies – leadership awards, special parades, ANZAC Day and Remembrance Day
7. School community is invited to participate in the school's Volunteer Links Community Program.
8. Community Liaison Officer (CLO)
9. School Council
10. Adopt-a-Cop (Bellbowrie Police Beat)

In 2018, the Parents and Citizens Association (P&C) 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.

Respectful relationships education programs

At MSS we use the Pathways to Peace Program as a support for students when dealing with certain situations while attending school. The Peace Code (part of the Pathways to Peace Program) are the tools we use to follow our four school rules. A description of the program is provided below:
- Pathways to Peace is a long-term community based, violence reduction/crime prevention program. It is not a single plan or a single strategy or a single set of materials. Pathways to Peace is a series of processes designed to assist in the creation, establishment, facilitation, implementation and evaluation of more peaceful ways of living and interacting in communities.
- Pathways to Peace is a means to establish more peaceful ways of relating with our many environments (homes, early childhood settings, community, schools, services and agencies, clubs).
- Pathways to Peace provides a common framework and a common language to assist individuals, families, early childhood settings, schools and community agencies to work cooperatively towards more peaceful, productive communities. It helps everyone to cope with the stresses of everyday life.
- Pathways to Peace provides the means to increase levels of resiliency in individuals, families and communities.

The Peace Code is a set of tools (a common language) that students use to support them to follow our school rules. The Peace Code is:
- Care for myself and others
- Do the right thing
- Speak kindly
- Find help

- Turn things around
- Be brave
- Be a peace maker

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	2	6
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

MSS remained committed to reducing our environmental footprint in 2018. 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 10 measures designed to reduce water and electricity use. Note that it is anticipated that in 2019 there will be increases in electricity use owing to the continued out of hours use of our school hall.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	261,047	271,856	253,232
Water (kL)	1,967	6,976	1,926

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
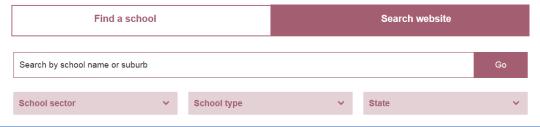
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover, which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the **EEO privacy provisions and confidentiality**, the **'less than 5' rule** has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	59	25	<5
Full-time equivalents	48	18	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	4
Graduate Diploma etc.*	0
Bachelor degree	36
Diploma	7
Certificate	1

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were **$ 74811.00.**

The major professional development initiatives are as follows:

- Implementing the Australian Curriculum
- First Aid Recertification Course
- Peer Coaching
- My HR WH&S training
- Disability Services
- Differentiating teaching practice and achieving student improvement
- Child Protection
- Code of Conduct
- Asbestos Training (annual)
- Induction for new staff
- Analysis of school wide data
- Regional Leadership Days
- Explicit Teaching & Learning Framework
- Anaphylaxis training
- Curiosity and Powerful Learning
- Work with Dr Simon Petrie (Pathways to Peace)
- Kenmore Alliance of School (KAOS)
- Case Management

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 2018 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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, more than 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school	89%	90%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	96%	95%	96%	Year 7	NA	NA	NA
Year 1	96%	96%	95%	Year 8	NA	NA	NA
Year 2	95%	96%	95%	Year 9	NA	NA	NA
Year 3	95%	95%	95%	Year 10	NA	NA	NA
Year 4	95%	95%	95%	Year 11	NA	NA	NA
Year 5	96%	95%	95%	Year 12	NA	NA	NA
Year 6	94%	95%	95%				

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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.

Class rolls are marked twice daily with all absences recorded by the administration staff following the morning roll collection. Parents and carers 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/carers 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/carers by admin staff each morning. Extended periods of absence by students are
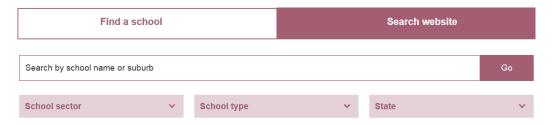
addressed through a formal process by the Principal and Deputy Principal. The school has a Student Attendance Team (SAT) who meet each week to monitor student attendance and conduct school-based meetings or home visits to discuss concerns with parents/carers as the need arises.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	**Search website**
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.