Moranbah State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Moranbah State School is a relatively new school by Queensland standards having been established as the first school in Moranbah in 1971. Our school vision represents the school and our community: Our school made significant progress towards achieving our goals in 2018. The table below summarises the core priorities from the Annual Implementation Plan and the outcomes we achieved. The school enjoys excellence in a range of fields as diverse as The Arts, various sports and Coding Clubs. The school is well supported by the community and has a very active P&C. Moranbah State School's staff enjoys beneficial access to professional development opportunities through the Regional centre of Mackay and further afield in Brisbane. With an emphasis on traditional values coupled with the embrace of innovation, the school provides distinctive curriculum for the future. Curriculum offerings at Moranbah State School include rigorous teaching of English and Mathematics, LEM phonics, targetted teaching of reading, Instrumental and Class music and Physical Education. Sporting opportunities are provided through Denham Zone and school sport. The curriculum is supplemented by many activities, University of NSW testing programs ICAS, Spelling Bees, Japanese Club, KidsMatter Programmes, Student Representative Council, Coding Clubs, School Camps, School Musical and transition to high school excellence programs.

At Moranbah State School, our community works together, to ensure every day, in every classroom, every student is learning and achieving. We aim to develop independent and resilient lifelong learners that are well equipped to meet the challenges of our ever-changing world, while practising the core values of the school; Acceptance, Attendance, Achievement and Attitude.

School progress towards its goals in 2018

In 2018 the school focussed on increasing the number of students achieving at least a C in English

➢ 95% of Students will achieve a C or better for English in Semester 2. ➢ All classrooms will be beginning to incorporate learning walls for English. ➢ Teachers will have a greater understanding of how the different literacies are taught within English and other KLA's. ➢ Teachers will have the confidence to adapt lessons and units to increase student engagement in English.	In 2018 Moranbah State School made significant progress in relation to these goals. IN Semester 2, we went extremely close to meeting the 95% pass rate, but along the way, as a team we all developed our understanding of the Australian Curriculum in a way that allowed staff to become more creative and autonomous in responding to student needs. In 2019, MSS will continue this focus while adding the layer of striving to improve the percentage of students achieving an A in English.

Future outlook

In 2019, Moranbah State School will be prioritising on the following areas by using a cycle of inquiry:

Inquiry Statement #1: At Moranbah State School, we are striving to increase the number of students achieving a C or higher in English by the end of Semester 2.

Performance Measures:
- ➢ 95% of Students will achieve a C or better for English in Semester 2.
- ➢ All classrooms will be beginning to incorporate learning walls for English.
- ➢ Teachers will have a greater understanding of how the different literacies are taught within English and other KLA's.
- ➢ Teachers will have the confidence to adapt lessons and units to increase student engagement in English.

Inquiry Statement #2: At Moranbah State School, we are committed to moving students from a B to an A in English by the end of Semester 2.

Performance Measures:
- ➢ 25% or more of all students will receive an A for English in Semester 2.
- ➢ 50 students out of the 200 that received a B for English in 2018 will move to an A in 2019.
- ➢ All Learning walls in classrooms will have some focus on the A standard.
- ➢ Teachers will have the confidence to adapt lessons and units to increase student engagement in English for our top students.

Inquiry Statement #3: At Moranbah State School we are improving teacher capacity for teachers to teach Digital Technologies through the pedagogy of inquiry.

Performance Measures:
- ➢ 100% of classroom embed DT into curriculum into a unit of work each Semester.
- ➢ 100% of teachers working with the DT teacher to develop confidence and independence in delivering the DT curriculum.
- ➢ 100% of Teachers begin to develop their ability to set up inquiry style learning and guide students through this.
- ➢ 100% of teachers engage with the DT curriculum to raise their content knowledge, in order to teach through an inquiry style.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	544	558	567
Girls	270	271	281
Boys	274	287	286
Indigenous	24	29	33
Enrolment continuity (Feb. – Nov.)	91%	92%	91%

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

Moranbah State School is located in a coal mining community with a high proportion of relatively high income families. However, fluctuations in the mining industry impact on the size and composition of our student body, with an increasing number of students coming from lower income and transient backgrounds. Approximately 6% of the student population is indigenous and 7% have English as a second language.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	24
Year 4 – Year 6	26	27	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

At Moranbah State School we have a strong focus on improving student learning in English and Mathematics. Explicit Instruction is the focus pedagogical framework used throughout the school. Implementation of Problem Based Learning in Mathematics continues to be used during appropriate key teaching. Students' learning is closely monitored to ensure all students' learning needs are catered for. In 2018 the school began to trial age appropriate pedagogies in the lower school, with expansion of this expected in 2019. In 2018, the following curriculum programs were offered to the students:
- LEM Phonics
- Instrumental Music
- Physical Education
- Reading Resource Teachers
- Representative sporting opportunities
- Days of Excellence Program with the high school
- ICAS Testing
- IMPACT Programme for extension

Co-curricular activities

We provide a balanced learning program by complimenting the students' learning with a variety of extra curricula activities which include:
- Whitsunday Voices
- Student Representative Council
- ANZAC Services
- School camps Year 5 Tallebudgera (Rockhampton caves from 2018) and Year 6 Magnetic Island
- Representative sporting opportunities
- Moranbah Community Clean-up Day
- NAIDOC Celebrations
- Arts Council opportunities
- Queensland Youth Orchestra
- Opti-Minds
- Grip Leadership Conference
- STEM Excellence Days
- Regional Maths Competition
- Readers Cup

How information and communication technologies are used to assist learning

Moranbah State School continued to have a strong focus on ICT through 2018. The school IPAD collection has continued to be increased and a staff member was dedicated towards the implementation of ICTs into the curriculum through staff capability development. iPads were given to all staff members in the 2016 school year and has continued in 2017 and 2018, implementing a teacher capability development plan for each teacher within the school. In 2018 there has been significant investment made in IPAD's, Laptops, Robots and professional Development. In 2019 this is expected to grow even further and include the addition of a full time Digital Technologies Teacher.

Social climate

Overview

Students at Moranbah State School are very focused on their learning. A strong focus is placed on creating a learning environment for all students to learn, based on our four school values: Attendance; Attitude; Acceptance and Achievement.
Our school has a zero tolerance to bullying. Time was spent around creating education programs implemented into classes around training students to identify bullying behaviour and learn processes to respond appropriately to bullies. Our school recognized National Bullying day, along with the other two local schools, by all students adding to our pledge wall on the front fence and activities across the school throughout the day. Moranbah State School is a dedicated Kids Matter School, apart of this includes daily lunchtime programs to support friendships and appropriate social behaviours. The school has a Chaplain for 2 days per week to provide students with another person they can access when in need of help along with a Guidance officer on site. At Moranbah State School, everyone has a strong belief that everyone has the right to a quality and safe learning experience, no matter of your ability and background. The students and staff are exceptionally welcoming to students with diverse needs. This is a school that prides itself as being a school that will support everyone.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, 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)	93%	97%	98%
• this is a good school (S2035)	90%	97%	100%
• their child likes being at this school* (S2001)	93%	97%	98%
• their child feels safe at this school* (S2002)	98%	95%	100%
• their child's learning needs are being met at this school* (S2003)	88%	94%	93%
• their child is making good progress at this school* (S2004)	83%	94%	93%
• teachers at this school expect their child to do his or her best* (S2005)	93%	97%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	93%	94%	93%
• teachers at this school treat students fairly* (S2008)	90%	91%	95%
• they can talk to their child's teachers about their concerns* (S2009)	95%	95%	100%
• this school works with them to support their child's learning* (S2010)	90%	94%	95%
• this school takes parents' opinions seriously* (S2011)	84%	92%	95%
• student behaviour is well managed at this school* (S2012)	98%	95%	93%
• this school looks for ways to improve* (S2013)	88%	100%	98%
• this school is well maintained* (S2014)	88%	98%	98%

* 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)	97%	96%	96%
• they like being at their school* (S2036)	95%	88%	98%
• they feel safe at their school* (S2037)	96%	95%	100%
• their teachers motivate them to learn* (S2038)	96%	96%	95%
• their teachers expect them to do their best* (S2039)	98%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	95%	96%
• teachers treat students fairly at their school* (S2041)	90%	87%	90%
• they can talk to their teachers about their concerns* (S2042)	90%	85%	86%
• their school takes students' opinions seriously* (S2043)	88%	86%	90%
• student behaviour is well managed at their school* (S2044)	90%	86%	91%
• their school looks for ways to improve* (S2045)	97%	93%	97%
• their school is well maintained* (S2046)	96%	94%	94%
• their school gives them opportunities to do interesting things* (S2047)	95%	93%	89%

* 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)	98%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
• they receive useful feedback about their work at their school (S2071)	88%	98%	93%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	93%	84%
• 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%	100%	100%
• staff are well supported at their school (S2075)	90%	98%	95%
• their school takes staff opinions seriously (S2076)	85%	93%	93%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	85%	98%	95%
• their school gives them opportunities to do interesting things (S2079)	94%	98%	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

Moranbah State School is well respected in the community and parental expectations are high.
Parents are welcomed into our school to assist our school achieve greater outcomes. Parents are
provided with numerous opportunities to play an important role in their child's education.

Opportunities included:
- Open invitations from teachers to help in classrooms.
- Attendance at weekly assembly
- P&C Meetings – once a month, interested parents are invited to meet and discuss the direction our school is progressing in, fund raising activities and to hear a report from the Principal and Deputy Principal
- Parent information sessions in every class at the beginning of the year
- Parent – Teacher interviews in Term 1 and 3
- Whole school parent information sessions run by the leadership team though out the year on a range of topics: NAPLAN preparation and implementation, academic reporting, LEM Phonics, home reading, sight words
- Where possible whole class parents meetings are held to talk to parents in a face to face manner when there are changes that need to occur or there are disruptions.
- Parents are kept up to date through newsletters, facebook, regular emails and text messaging.

Families of students with diverse needs are encouraged to work in partnership with class teachers and support staff to address the needs of the students. Adjustments are planned for and supports are in place to ensure all students have full access to participate in the curriculum. Teachers write personalised learning plans for students that require this adjustment, and work in collaboration with internal and external stakeholders to ensure every student succeeds.

Respectful relationships education programs

In 2018, Moranbah State School re connected its partnership with "True Relationships" (Formerly Family Planning

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	16	6	11
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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	202,619	158,656	238,685
Water (kL)			2,864

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.
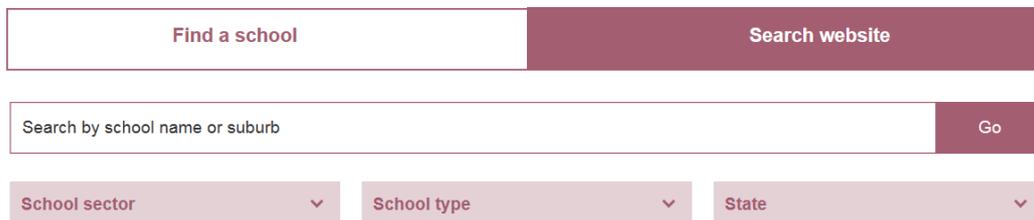
School funding

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	43	30	0
Full-time equivalents	38	19	0

*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	
Masters	3
Graduate Diploma etc.*	6
Bachelor degree	34
Diploma	
Certificate	

*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 $34, 795.

The major professional development initiatives are as follows:

- Explicit Instruction
- Coaching and Feedback Sessions
- Watching Others Work (WOW)
- Problem Based Learning
- Digital Technologies
- Specialist PD for Arts and HPE
- Beginning Teachers Mentoring
- High Performing Teams (QELI)
- Leadership Lounge (Aspiring Leaders)
- Classroom Profiling Training
- Reading Strategies with Sheena Cameron
- LEM Phonics

- Numerate Futures

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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	92%	93%	91%
Attendance rate for Indigenous** students at this school	90%	88%	84%

* 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.

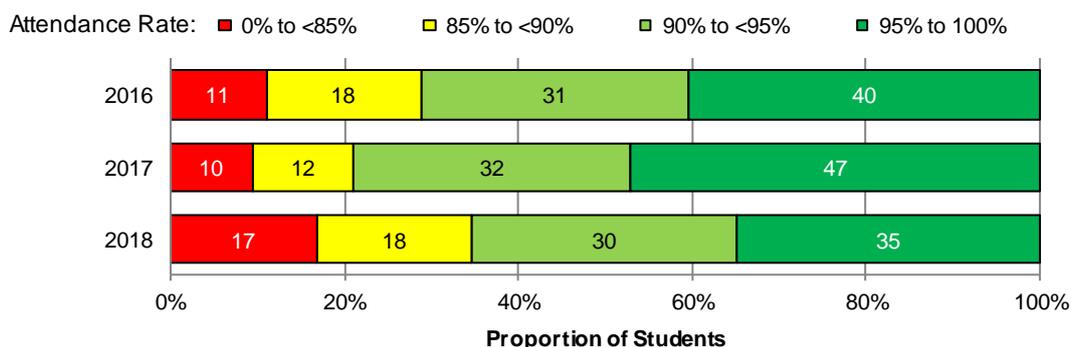Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	92%	94%	91%	Year 7			
Year 1	92%	93%	91%	Year 8			
Year 2	91%	93%	91%	Year 9			
Year 3	93%	92%	91%	Year 10			
Year 4	93%	93%	91%	Year 11			
Year 5	92%	91%	92%	Year 12			
Year 6	93%	94%	90%				

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

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%
2016	11	18	31	40
2017	10	12	32	47
2018	17	18	30	35

Proportion of Students (0% to 100%)

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 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.

Electronic rolls are marked twice daily by class teachers and entered directly in OneSchool. The text messaging system was put in place in 2017, to notify parents of 'Same Day Absence'. Parents are regularly encouraged, through emails and newsletters, to advise the school in writing, via email or a note to the class teacher or to contact the school by phone. Students' absences are immediately recorded into OneSchool. Parents are contacted with regard to absences when they are unexplained and of longer than three days duration or where the pattern of non-attendance is affecting the students' learning. Several strategies are used to increase attendance including; key school activities being scheduled for the key times (end term, Monday's, Friday's etc), parade discussions, newsletter items and discussions with parents. In 2018, an attendance officer was employed to track students and inform teachers of trends. This role also included working with families.

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.

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.