Moranbah State School
Queensland State School Reporting
2015 School Annual Report

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Webpages  Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person  Belinda Everett

Principal's foreword

Introduction

Moranbah State School was established as the first school in Moranbah in 1971. The school is well supported by the community and specifically the mining companies which is a feature of the Moranbah township. Moranbah State School’s staff is enthusiastic and professional.

The school has a strong emphasis on traditional values, coupled with the embracement of innovation to provide a distinctive curriculum for the future.

This annual report gives a broad overview of the school’s achievements in the 2015 school year. Hard copies of this report are available from the school office.

School progress towards its goals in 2015

Our school made significant progress towards achieving our goals in 2015. The table below summarises the core priorities from the Annual Implementation Plan and the outcomes we achieved.

<table>
<thead>
<tr>
<th>Priorities from School AIP 2015</th>
<th>Progress / Outcomes</th>
</tr>
</thead>
</table>
| Core learning priorities: Reading | - Coaching and feedback schedule was implemented for explicit instruction and profiling  
- Resource teachers worked closely with classroom teachers to plan the support program, based on data  
- Greater use of CQ3S to upskill teachers with analysing data sets  
- Mean scale score improvement in Year 5 Reading  
- Mean scale remains steady in Year 3 Reading  
- U2B improvement in Year 5 Reading  
- U2B remains steady in Year 3 Reading  
- 98.4% at NMS in both Year 3 and 5 |
| Core learning priorities: Writing  | - First year of Master Teacher to help improve teacher capability in Writing  
- Moderation and consistent planning implemented, monitored and reviewed  
- Overall, 95% at or above NMS in Year 3 and 5 Writing  
- Significant increase in U2B in both Year 3 and 5 Writing (Year 3 28% to 60% and Year 5 6% to 29%)  
- Mean scale improvement in both Year 3 and 5 |
| Core learning priorities: Numeracy  | - Numeracy committee development with action plan implemented  
- Warm ups focused on Problem Based Learning  
- Training and implementation of Back to Front Maths  
- NAPLAN - Steady in mean scale for Year 3 Numeracy |
- NAPLAN – improvement in mean scale for Year 5 Numeracy
- U2B – staying steady, no improvement noted
- 99% at or above NMS in Year 3 and 5 Numeracy

### Core learning priorities: Science
At the end of semester 2, 2015, our students had achieved well in science, with the majority of students in all year levels achieving A-C (or equivalent).

#### C or above:
- Year 1 – 100%
- Year 2 – 98%
- Year 3 – 97%
- Year 4 – 84%
- Year 5 – 96%
- Year 6 – 97%

### Retention
- Further strengthening the alliance with the childcare centres and Kindy.
- IREYN – Issac Region Early Years Network
- Combined Under 8’s day
- Transitions were planned ahead of time
- ECDP – continued connections with MSS teachers visiting the Kindys

### Attainment
- Students engage in goal setting and feedback sessions with their classroom teacher
- The MSS Feedback Framework was re-visited with the staff and suitable adjustments were made
- Students engage in a range of activities to support well-being – KidsMatter program

### Transition
- Continued high school links and communication
- Yearly activities throughout to assist the transition at both Prep and High School years eg. NAIDOC, Under 8’s encouraging the Kindy children to come into the primary school, and Clean up day, sports days, days of excellence which encourages the year 6 students into the high school prior to transition days
- Heads of Curriculum engaged in planning conversations and communication regarding data

### Attendance
- Headline Indicators displays an improvement in attendance – from orange to green

### Closing the Gap – attendance and outcomes
- Employment of an Indigenous Support Teacher Aide
- Student improved engagement in classroom work
- Individual support time for indigenous students
- Increase parental engagement with the introduction of an annual NAIDOC celebrations

### Inclusive Practices and Policy
- QSIL involvement
- Introduction of Co-Teaching model for inclusive education – trial in one classroom with the QSIL members
- Presentation to staff to engage further in inclusive education
- Pre-planning for changes in 2016 for inclusive education
- ICP refinement and training for all staff

### Positive School Environment
- Collaboration with the whole school community to review and implement the Responsible Behaviour Plan
- Kids Matter group implemented with lunch time activities catering for student well-being
- Professional Development provided to staff for the development of Essential Classroom Management Skills

### Future outlook

#### Reading

**Strategy** - Ensuring students are progressing at the appropriate rate for their individual needs in Reading

<table>
<thead>
<tr>
<th>Actions</th>
<th>Targets</th>
<th>Timelines</th>
<th>Responsible Officer/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular data cycle checkpoints – data meetings</td>
<td>School targets/benchmarks</td>
<td>5 week cycle</td>
<td>HOC</td>
</tr>
</tbody>
</table>

**Strategy** - Providing support and resources for teachers to implement effective and consistent reading programs
<table>
<thead>
<tr>
<th>Actions</th>
<th>Targets</th>
<th>Timelines</th>
<th>Responsible Officer/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional staffing to focus on coaching and mentoring</td>
<td>PDP School Priorities</td>
<td>Term 1</td>
<td>Principal</td>
</tr>
<tr>
<td>Budget for resources, planning days and additional teacher aides</td>
<td>Budget Plan</td>
<td>Week 5, T1</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**Strategy - Building teacher capability to effectively implement the teaching of Reading**

<table>
<thead>
<tr>
<th>Actions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Provide external and internal PD for whole staff – teaching of reading, explicit instructions, LEM phonics, data gathering and analysis and other school-based programs</td>
<td>PD Plan</td>
<td>Ongoing</td>
<td>HOC</td>
</tr>
<tr>
<td>Provide additional PD through Induction Program for beginning and new teachers</td>
<td>Induction Plan</td>
<td>T1 &amp; T2</td>
<td>Deputy Principal Mentor Teachers</td>
</tr>
<tr>
<td>Engage all staff in Coaching and Feedback</td>
<td>PDP</td>
<td>Ongoing</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**Strategy - Delivering Curriculum that is aligned horizontally and vertically throughout the school with the focus on Reading in**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Alignment of planning for reading through planning days, cohort meetings and school moderation processes</td>
<td>Implementation in classroom</td>
<td>End of each term</td>
<td>HOC</td>
</tr>
</tbody>
</table>

**Strategy - Differentiating the teaching and learning of Reading for all students**

<table>
<thead>
<tr>
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<th>Targets</th>
<th>Timelines</th>
<th>Responsible Officer/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiation Planning requirements – data cycle meetings</td>
<td>Unit and assessment schedule</td>
<td>Per unit</td>
<td>Deputy Principal</td>
</tr>
<tr>
<td>ICP development and implementation</td>
<td>Goals achieved</td>
<td>Week 6, T1/T3</td>
<td>HoSES HOC</td>
</tr>
<tr>
<td>Support student improvement through Resource Teacher targeted reading programs in each year level</td>
<td>School targets / benchmarks</td>
<td>Weekly</td>
<td>HOC</td>
</tr>
<tr>
<td>Support staff implementing, monitoring and evaluating Inclusive Education</td>
<td>80% time in class</td>
<td>Ongoing</td>
<td>HoSES Principal</td>
</tr>
</tbody>
</table>

**Strategy - Engaging the community through strong partnerships in Reading**

<table>
<thead>
<tr>
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<th>Targets</th>
<th>Timelines</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Continue the implementation of the Community Reading Room</td>
<td>Term 3 opening</td>
<td>Term 3 / 4</td>
<td>Principal</td>
</tr>
<tr>
<td>BMA READ Program implementation to compliment current school programs</td>
<td>Reading benchmarks</td>
<td>Ongoing</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**Writing**

**Strategy - Ensuring students are progressing at the appropriate rate for their individual needs in writing**

<table>
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<tr>
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<tbody>
<tr>
<td>Regular data cycle checkpoints – data meetings</td>
<td>School benchmarks</td>
<td>5 weekly</td>
<td>HOC</td>
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**Strategy - Providing support and resources for teachers to implement a school-based effective and consistent writing program**

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</tr>
</thead>
<tbody>
<tr>
<td>Master Teacher to focus on coaching and mentoring with Year 2 and 3</td>
<td>Action Plan</td>
<td>Semester 1</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Master Teacher to focus on coaching and mentoring with Year 4 &amp; 5</td>
<td>Action Plan</td>
<td>Semester 2</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Master Teacher to focus on coaching and mentoring the beginning teachers</td>
<td>Action Plan</td>
<td>Semester 1</td>
<td>Master Teacher</td>
</tr>
<tr>
<td>Budget for resources and planning days</td>
<td>Budget Plan</td>
<td>Week 5 T1</td>
<td>Master Teacher HOC</td>
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Provide external and internal PD for whole staff – teaching of writing, explicit instruction, No Excuse words, data gathering and analysis and other school-based programs

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<tr>
<th>PD Plan</th>
<th>Ongoing</th>
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<tr>
<td></td>
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Provide additional PD through Induction Program for beginning and new teachers

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<tr>
<th>Induction Plan</th>
<th>Term 1 &amp; 2</th>
<th>Master Teacher</th>
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<td></td>
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**Strategy - Differentiating the teaching and learning of writing for all students**

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**Numeracy**

**Strategy - Ensuring students are progressing at the appropriate rate for their individual needs in numeracy**

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**Strategy - Differentiating the teaching and learning of numeracy for all students**

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Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2015: Early Childhood - Year 6

Student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>485</td>
<td>235</td>
<td>250</td>
<td>23</td>
<td>93%</td>
</tr>
<tr>
<td>2014</td>
<td>563</td>
<td>260</td>
<td>303</td>
<td>21</td>
<td>91%</td>
</tr>
<tr>
<td>2015</td>
<td>525</td>
<td>238</td>
<td>287</td>
<td>23</td>
<td>89%</td>
</tr>
</tbody>
</table>

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:

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 3.6% of the student population is indigenous and 5.5% have English as a second language.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>24</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>28</td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td></td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>3</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
</tbody>
</table>
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

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. Initial development began in 2015, to implement Problem Based Learning as another framework used during appropriate key learning areas. Students’ learning is closely monitored to ensure all students’ learning needs are catered for. In 2015, the following curriculum programs were offered to the students:

- LEM Phonics
- Instrumental Music
- Physical Education
- Upper Two Bands Teacher
- Representative sporting opportunities
- Days of Excellence Program with the high school
- University of NSW testing programs

### Extra curricula activities

We provide a balanced learning program by complimenting the students’ learning with a variety of extra curricula activities.

- Whitsunday Voices
- Wakakiri
- Student Representative Council
- ANZAC Services
- School camps Year 5 Tallebudgera and Year 6 Magnetic Island
- Representative sporting opportunities
- Moranbah Community Clean-up Day
- NAIDOC Celebrations
- Arts Council opportunities
- Queensland Youth Orchestra

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

Moranbah State School continued to have a strong focus on ICT through 2015. The school IPAD collection was increased and a staff member was dedicated towards the implementation of ICTs into the curriculum through staff capability development. iPads were purchased at the end of 2015 to prepare for the 2016 school year, implementing a teacher capability development plan for each teacher within the school.

### Social Climate

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 behavior and learn processes to respond appropriately to bullies. Our school recognized National Bullying day, along with the other two local schools, by all students being encouraged to wear orange at a community breakfast and throughout the school day. We also had a special day around learning about protective behaviours and family planning lessons. Religious Education was offered to all students in years 1 – 7. A Guidance Officer is based at the school to assist in supporting the students’ needs. A school Chaplain is also employed, with support, from Federal Government funding to work across the Moranbah schools.

### Parent, student and staff satisfaction with the school

#### Performance measure

<table>
<thead>
<tr>
<th>Percentage of parent/caregivers who agree or that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Performance measure

**Percentage of parent/caregivers who agree**

<table>
<thead>
<tr>
<th>Measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>100%</td>
<td>92%</td>
<td>91%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>100%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>100%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>100%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school (S2003)</td>
<td>100%</td>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td>their child is making good progress at this school (S2004)</td>
<td>100%</td>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>100%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>93%</td>
<td>82%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>100%</td>
<td>85%</td>
<td>94%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>97%</td>
<td>82%</td>
<td>87%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns (S2009)</td>
<td>97%</td>
<td>92%</td>
<td>94%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning (S2010)</td>
<td>93%</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously (S2011)</td>
<td>93%</td>
<td>86%</td>
<td>87%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>93%</td>
<td>86%</td>
<td>91%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>100%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>97%</td>
<td>85%</td>
<td>94%</td>
</tr>
</tbody>
</table>

### Performance measure

**Percentage of students who agree**

<table>
<thead>
<tr>
<th>Measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>98%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>93%</td>
<td>92%</td>
<td>98%</td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>96%</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>100%</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school (S2041)</td>
<td>89%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns (S2042)</td>
<td>88%</td>
<td>93%</td>
<td>90%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously (S2043)</td>
<td>86%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2044)</td>
<td>93%</td>
<td>86%</td>
<td>93%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2045)</td>
<td>96%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>their school is well maintained (S2046)</td>
<td>96%</td>
<td>92%</td>
<td>96%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2047)</td>
<td>98%</td>
<td>94%</td>
<td>93%</td>
</tr>
</tbody>
</table>

### Performance measure

**Percentage of school staff who agree**

<table>
<thead>
<tr>
<th>Measure</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>94%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>94%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>96%</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>81%</td>
<td>97%</td>
<td>87%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>98%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>87%</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>70%</td>
<td>79%</td>
<td>83%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>85%</td>
<td>90%</td>
<td>98%</td>
</tr>
</tbody>
</table>

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

Parent and Community Engagement

Parents continued to be an integral part of the school in terms of volunteer work in the classrooms. Parents were given the opportunity to attend workshops relevant to the school curriculum i.e. LEM phonics and reading.

At the commencement of the school year, all classroom teachers invited parents to an information session to outline expectations and parent teacher interviews were held to inform parents about student progress. We encouraged parents to attend our weekly parades, sports and swimming carnivals and other classroom based events. Tea and coffee for parents and the Principal began to improve communication and allow for informal conversations after parade.

Our P&C continued to be an active fundraising support for the school, with a particularly successful ball event in term 1 which contributed to the upgrade of school facilities.

Reducing the school’s environmental footprint

Moranbah State School experienced an increase in environmental indicators largely due to new air-conditioning being installed throughout the school during the air-conditioning upgrade project (semester two 2016 and semester one 2017).

We continue to plan for reductions in our environmental impact. This includes the use of recycled water on appropriate areas of the school grounds.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
</tr>
<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>2013-2014</td>
</tr>
<tr>
<td>2014-2015</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>2015 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>42</td>
<td>28</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>37</td>
<td>18</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualification of all teachers

- Certificate: 0
- Diploma: 1
- Advanced Diploma: 0
- Bachelor Degree: 36
- Graduate Diploma etc.: 6
- Masters: 3
- Doctorate: 0
- Total: 46

*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 were $28 016.

The major professional development initiatives are as follows:

- Explicit Instruction
- Teaching of Reading
- Teacher capability – coaching and mentoring
- Back to Front Maths
- Problem Based Learning

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

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance</td>
<td>97%</td>
<td>97%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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**

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 will be 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**

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>92%</td>
<td>91%</td>
<td>93%</td>
</tr>
<tr>
<td>The attendance rate for Indigenous students at this school (shown as a percentage).</td>
<td>88%</td>
<td>83%</td>
<td>91%</td>
</tr>
</tbody>
</table>

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%.

<table>
<thead>
<tr>
<th>Student attendance rate for each year level (shown as a percentage)</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>90%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
<td>93%</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>91%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
<td>90%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.*
Student attendance distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>16</td>
<td>12</td>
<td>31</td>
<td>40</td>
</tr>
<tr>
<td>2014</td>
<td>14</td>
<td>20</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>2015</td>
<td>12</td>
<td>12</td>
<td>34</td>
<td>42</td>
</tr>
</tbody>
</table>

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.

Electronic rolls are marked twice daily by class teachers and entered directly in OneSchool. 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.

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/](http://www.myschool.edu.au/).

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

Find a school

[Image of search interface]
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 will be 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 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.