Introduction

Moore Park State School, opened in 2004, proudly serves the community of Moore Park Beach. The school is set between a wetland and the beach of Moore Park. This report provides parents and members of the community of Moore Park State School with information about the school’s activities and performance during 2011. It highlights the school’s successes and areas for development.

The School Annual Report provides valuable information for Education Queensland and members of the school community on the achievement of the school against systemic and school priorities outlined in the school’s Annual Improvement Plan.

I commend the staff and parents who have worked diligently to achieve the school’s motto, “Learning & Growing Together” and have made a significant difference to students’ lives.

School progress towards its goals in 2011

Improved student performance in literacy, numeracy and science

English, Mathematics and Science programs reviewed and re-written, staff professional development in these areas

Staff professional development in preparation for implementation of the national curriculum in 2012 using Education Queensland’s C2C materials

Student engagement - continued training and implementation of School-wide Positive Behaviour Support Program, Peer Support Program – school-wide implementation

Sustainability – School Environmental Management Plan written and endorsed.

Future outlook

In 2012, Moore Park State School will continue to focus on Education Queensland priorities for teaching and learning:

School and Community Partnerships - Engage the school community including staff, students and parents in the Quadrennial School Review process

School Curriculum - Implement the national curriculum in English, Mathematics and Science

Teaching Practice - Strive to maintain and improve performance of students in literacy, numeracy and science through state, regional and school based initiatives. Continue with School-wide Positive Behaviour Support and implementation of Peer Support program

Principal Leadership and School Capability - Implement Education Queensland’s Developing Performance Framework to develop a school and an individual Professional Learning Plan that reflects school and departmental priorities.
Our school at a glance

School Profile

Moore Park State School is a co-educational school that offers a quality education for students from Prep to Year 7. In 2011, there were 195 students enrolled at Moore Park State School.

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>195</td>
<td>88</td>
<td>107</td>
<td>89%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Moore Park State School students access both composite and single year classes according to the number of students enrolled in any one year and compliance with class size considerations. There is a mix of family occupation backgrounds ranging from farming, small business to trades and professions. Many students catch a bus to school, while many are dropped off by parents on their way to work in a nearby provincial city.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>21.8</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.9</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>&lt; 5</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings
A wide range of curriculum offerings was made available to students during the 2011 year.

Students in Years 4-7 participated in instrumental music (woodwind/brass/percussion) and approximately forty students were involved. In 2011, a separate Junior Choir and Senior Choir was formed. Approximately 100 students belonged to both choirs and their performances at local community events were very well received.

Students in Years 6 and 7 participated in the Opti Minds Competition. This involved students in solving problems and expressing their response dramatically. This was a great experience for those involved with one team winning the state competition and travelling to New Zealand for the next stage.

Students entered various Writing, English, Science and Computer competitions.

2011 Library-associated events included: participation in the Young Oz Writers short story competition - won both levels, as well as commendations for other entries; identified gifted and talented Year 6 & 7 students attended a children’s literature presentation and workshop at North Bundaberg SS, conducted by novelist Tristan Bancks; and a series of in-school workshops across all year levels in writing and illustration, conducted by author-illustrator Cameron Stelzer.

The Student Council involved students in Year 7. They organised student events including; fundraising and socials. They worked incredibly hard and raised funds for school camps, Guide Dogs, Cancer Council, Surf Lifesavers and a sponsor child.

Annual leadership activities were undertaken with the Year 6 students in Term 4. This lead into the formal selection process for the 2012 School Leaders.

Students in Years 4-7 took part in interschool sport. Sports played were; soccer, netball and athletics.

Extra curricula activities

Extra-curricular activities available included: Chess Club including involvement in inter-school competitions, AFL and Rugby League after school clinics, Robotics group, Arts Council, Fanfare, Choral Fest and Learn to Swim classes. The Active After School Communities program commenced in Semester 2 with students participating in Circus Skills, Tennis, Dance and Surf Lifesaving. Each activity consisted of a seven week program and was run by community coaches.

How Information and Communication Technologies are used to assist learning

The school has a purpose built computer room with twenty-eight networked computers. Five computers were located in the library for student use. Each classroom held three to four computers available for students’ use.

These computers allowed students the ability to access information from the internet, use this data and produce reports etc. Teachers included computers for learning in most units of work. In 2011, all computers in the school were connected to the internet so these could be used by students to assist learning. Interactive whiteboards are used by teachers to deliver curriculum content.

Students use ICTs for a wide range of purposes ranging from researching, presentation, and data collection. Students use the available ICTs across a wide range of curriculum areas.

Social climate

Staff work closely together and a whole school parade occurred every Monday fortnight. This was a time to celebrate academic, sporting or cultural successes. From time to time successes from outside of the school were also shared (eg. local sporting groups). This parade also saw our Star Students presented. Each fortnight a child from each class was presented with an award for demonstrating the focus school value (eg. honesty, co-operation). During 2011, the school implemented a fortnightly gathering of mixed aged groups led by our senior students (Peer Support Groups). The purpose of these meetings was to provide an opportunity to build relationships, communicate and solve issues, and have fun with students from across the year levels. There were various cross grade functions. Under 8s Week, organised by the Year 7 students, occurred in May. The Year 7 class worked closely at times with Prep children (eg. Easter Hat Parade, Under 8s Day and peer tutoring computer lessons). The Student Council organised a school social each term and raised money for a variety of organisations.
Our school at a glance

Parent, student and teacher satisfaction with the school

Both performance measure results for parents/caregivers satisfaction have increased from 2010 (81% to 88% and 85% to 96%). The student satisfaction performance measure has increased from 88% to 93%. Staff satisfaction with morale in the school has decreased from 83% to 78%.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>78%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

All parents were encouraged to take an active role in their child’s education. To help parents with this, the school conducted whole class meetings or interviews at the commencement of the year where school and class expectations were set out and a parent’s role reinforced.

Teachers regularly used the newsletter and other written communication to encourage parent help either at home or school. Many parents assisted at school with: reading, writing, sport, mathematics, tuckshop/cooking and art.

In Semester 1, a parent workshop for Prep and Year 1 parents was presented by Early Childhood teachers on the topics of oral language and reading. Strategies were outlined to enable parents to support children in their learning. In November, a Prep orientation and preparation day was held. Children enrolling in Prep for 2012 were involved in Prep activities for a morning session. To ensure a smooth transition from home to school, information about the Prep curriculum, class expectations and school policies was shared with parents.
Reducing the school’s environmental footprint

Data is sourced from school’s annual utilities return and is reliant on the accuracy of these returns.

Moore Park State School is committed to reducing our ecological footprint through our participation in the Earth Smart Science Programme. This will be primarily achieved through the embedding of principles of sustainability into our Science Curriculum, complemented by practical, hands-on activities around the school as articulated in the School Environmental Management Plan (SEMP).

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>81,220</td>
<td>3,625</td>
</tr>
<tr>
<td>2010</td>
<td>67,746</td>
<td>2,938</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>20%</td>
<td>23%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>14</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>11</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>13</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $18,000.
The major professional development initiatives were as follows:
Science Sparks Program
Earth Smart Initiative
Peer Support Training
Crossing Cultures, Hidden Histories
English Curriculum Planning
School Wide Positive Behaviour Support Training, Essential Skills Training, Classroom Profiling
Developing Performance Framework
The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 74% of staff was retained by the school for the entire 2011 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

Search by suburb, town or postcode

Sector: Government, Non-government

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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<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>94%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
<td>92%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

[Bar chart showing attendance distribution]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Rolls are marked twice a day by classroom teachers. Parents are actively advised to contact the school via email, phone or letter when their student is absent. On the third consecutive day of unexplained absence teachers contact administration to initiate contact with parents. If unable to contact parents, this continues each day until contact is made. On the fifth unexplained day of absence, a letter is sent to the home address seeking an explanation.

Letters are sent home once a term seeking an explanation for any unexplained student absence.
Performance of our students

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

Search by school name

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 whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

The small cohort of Aboriginal or Torres Strait Islander students attending Moore Park State School means that results in this area are variable and therefore cannot be reliably reported.