Mooloolaba State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Mooloolaba State School delivers excellence in primary education from preparatory year to year six. Mooloolaba State School is one of the founding schools on the Sunshine Coast, celebrating over 80 years of quality education and enjoys a proud history since its establishment in 1933. Over the years, it has made a significant contribution to its community through developing our students' knowledge and skills enabling them to be active, participating and valuable members of the community.

A quality curriculum delivered by effective professional teaching upholds our vision for all students to experience success and to assume increasing levels of self-responsibility in the achievement of pre-determined learning outcomes within a supportive learning context strengthened by our community partnerships.

Our school motto is 'Imagine, Create, Achieve', and we are proud of the outstanding results achieved during recent years. Today the school is renowned for its high academic standards, and along with a strong sense of community, and a caring, nurturing professional teaching team, Mooloolaba State School is the perfect setting for your child to begin a fantastic future

Principal's Foreword

Introduction

Mooloolaba State School provides an engaging curriculum in a supportive, caring environment. We strive to have all students develop their ability to self-manage their behaviour and learning under the guidance of a highly experienced and professional staff. We promote an on-going commitment to improved practice across all areas of our school. We strive to achieve a deep understanding of each student, and by planning explicit teaching and learning opportunities, we maximise the learning outcomes for all students.

School Progress towards its goals in 2017

The following were priority areas for 2017 supporting student improvement and success:
1. Provision of quality teaching practices for improved outcomes for all students in Writing.

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- Developed a shared understanding and commitment to developing writing stamina with reference to the general capabilities in the Australian Curriculum and across all Key Learning areas.
- Planning for Success - enhanced teacher knowledge of Australian Curriculum Writing through deepening knowledge of Achievement Standards and Curriculum Intent.
- Implemented 7 Steps to Writing to complement existing program.

2. Provision of quality teaching practices for improved outcomes for all students in Digital Technologies.
- Targeted professional develop utilising STEM coach, participation in Technology Hub
- Additional resourcing allocated to support Key teachers, teacher PD.
- Additional resourcing for software and apps.
- Increased resourcing for hardware – allocating resources, fundraising, grants for purchase of: 60 Laptops, 60 iPads, Robotic equipment inc. Edison Robots, Dash and Dot Robots, Make Makey, Little Bits Kits, Blue Bots Robots.

3. Engagement and implementation of quality teaching practices in consideration of Age-appropriate Pedagogy framework.

- Additional support provided by the regional Age Appropriate Pedagogies coach
- Quarterly Cluster meetings and/or web conferences (including access to EdStudios) School visits by AAP Coach with the school leadership team to discuss AAP
- Supported the development of a small project with a narrow focus in line with 2017 school priority support planning sessions

FUTURE OUTLOOK

Writing:

- Develop student competence in the 4 writing processes of Planning, Drafting, Refining and Publishing.
- Utilise Regional HOD-RS service to support local school cluster focused on developing best practice writing pedagogy
- Provide challenging learning opportunities for students to demonstrate their potential through quality samples of writing.
- Provide opportunities for students to showcase their writing: school website, newsletter, parade, library, other events and competitions.

Numeracy:

- Build teacher capacity to recognise and remediate key misconceptions through the Numeracy Rich Routines. Practice and deepen number facts knowledge and skills
- Embed Numeracy Rich Routines that address key aspects of number as identified through NAPLAN and internal data sources i.e. PAT M, NCR assessments.
- Access PEAAC support– participate in Fluency with Number Facts cluster project, and Messy Maths problem solving.
- Use of Professional Learning Communities to explore, share and promote best practices in data analysis.
- Provide programs and opportunities for parents to build their capacity to support their child's learning
- Supporting students to construct concepts, and relationships among concepts, in their own minds through the provision of meaningful contexts, planned experiences, high-quality resources and a supportive environment

Digital Technologies:

- Targeted professional development for teaching staff and teacher aides.
- STEM coach & HOC support.
- Additional resourcing for software; Apps – purchase coding Apps based on Coding and Robotics Roadmap, Minecraft EDU Licenses
- Increased resourcing for hardware – allocating resources, fundraising, grants.
- Provide challenging learning opportunities for students to demonstrate their potential through quality samples utilising a range of information communication technologies.
- Increasing staff capacity to deliver digital technologies through robotics and coding.
- Digital technologies embedded in curriculum

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	647	314	333	18	94%
2016	651	329	322	21	93%
2017	677	350	327	34	96%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
Mooloolaba State School students display an excellent standard of behaviour. Our students are proud of their school. Their behaviours both at school and when attending out-of-school events and activities is exemplary. In particular, we receive commendations from external organisations about the manners and standard of behaviour displayed by our students when attending off-campus activities and events. Our school uniform policy ensures that our students attend school every day in their school uniform. Student attendance is very high with all absences being explained or investigated.

Over the past years, we have seen an increase in overseas students enrolling at Mooloolaba State School. These families come for a range of countries and cultures including UK, USA, Canada, India, Germany, New Zealand and Finland. We value the rich cultural diversity of our student population and focus on preparing responsible, global citizens.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	23
Year 4 – Year 6	25	26	27
Year 7 – Year 10			
Year 11 – Year 12			

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Curriculum Delivery

Our Approach to Curriculum Delivery
- future-focussed integrating meaningful information communication technological skills and understandings into all areas of the curriculum.
- strong partnerships with our community and where possible we draw on their expertise to support learning in a variety of ways.
- committed to providing a wide range of programs in academic, cultural, musical and sporting areas.
- priority on the child through a continued focus on student success and wellbeing.
- implementation of the Australian Curriculum continued in English, Maths, History, Science and Geography.
- collaboration between teaching teams ensured consistency across year levels and alignment from Prep to Year 6.
- flexible timetabling in our Learning Support program allowed focussed teaching and learning in targeted year levels in the key areas of Reading and Writing.
- provide a range of distinctive curriculum offerings including: Robotics, debating, chess club, computing code language.

Co-curricular Activities
- School Camps in Year 5 and 6.
- Surfing Excellence program
- Swimming and surf skills programs across the school
- Instrumental music program for students from Year 3 (Strings, Brass and Percussion) with opportunities to perform at school events and the Sunshine Coast Eisteddfod.
- Junior and Senior Choirs also with opportunities to perform in competitions and the Sunshine Coast Eisteddfod.
- An annual Twilight Concert showcasing the choir and instrumental music students.
- Inter-school debating and chess teams
- Young Achievers Programs for Year 6 students accessing Mountain Creek State High School and Maroochydore State High School
- Voices on the Coast - a writer's festival based at the University of the Sunshine Coast.
- Readers Cup – a reader's competition for Years 5, 6 & 7 that includes both state and private schools.
- Beach Fun Run at the end of Term 1, inter-house cross country and athletics carnivals.
- Sporting teams (school and club competition) in netball, soccer, Oztag, Touch Football, and Rugby League.
- Art classes weekly afternoons
- Premier's Reading Challenge
- Running club before school
- Marching Monday – A weekly walk to school program
- Friday Morning Maths Club

How Information and Communication Technologies are used to Assist Learning

ICTs are used to assist learning across all curriculum areas. A computer lab, banks of computers and laptops in the year 5 area, networked computers in each classroom and over 70 iPads, well exceeds the target of one internet enabled device for every five students. Digital and video cameras are also utilised by classes and every teacher has a laptop computer and iPad. With the financial support of the P&C association, Interactive White Boards and/or Interactive Data Projectors and LED TVs have been installed in all teaching spaces including Specialist's rooms. Banks of iPads are also available for classes to enhance and promote student engagement and learning.

All teaching spaces are connected to the Local Area Network through direct connections and/or wireless internet access.

Teachers use ICT for a range of purposes including; digital portfolios of student work, virtual classrooms, film production, student research, animation, digital learning objects and reporting to parents. Students are regularly participating in digital technologies, including coding and robotics activities, with the support of the classroom teacher and the STEM coach.

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Social Climate

Overview
Mooloolaba State School has four clear expectations; Be Safe, Be Responsible, Be Kind, Be a Learner. Great effort is given to the development of positive interpersonal relationships between students, staff and parents. At Mooloolaba State School we believe we are all "Mooloolaba Kids". We therefore care for each other and we look after each other. Our parents rate our school above the state in the area of school climate.

Specific programs including guided games, mentoring program, lunchtime yoga classes, Equine program and Dolphin behaviour program in the junior school, are some of the ways the school maintains a positive ethos. A Student Council also provides opportunities for the student body to have input into school operations and climate. Their support for fundraising activities for various community causes throughout the year, investment in resources for improving the school, and running of social events for the student body, including a disco at the end of each school term, also contributes to the school's overall ethos.

The P&C run a working bee regularly and the involvement of a large number of people in these events also demonstrates a commitment to the school and builds a shared ownership and respect for the facilities. Two staff members are trained 'behaviour profilers' and these staff members train staff and provided regular refreshers to enable them to profile and provide feedback to all teaching staff to ensure consistency of practice across the school.

Individual students are recognised at parade for outstanding behaviour in identified areas: Be Safe, Be Responsible, Be Kind, Be a Learner. Parents value the opportunity to observe their class presentations and to share in a celebration of student achievement at Mooloolaba State School at the weekly parades.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	98%	98%	96%
this is a good school (S2035)	98%	98%	96%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	100%	100%	96%
their child's learning needs are being met at this school* (S2003)	95%	95%	96%
their child is making good progress at this school* (S2004)	97%	100%	98%
teachers at this school expect their child to do his or her best* (S2005)	97%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%	96%
teachers at this school motivate their child to learn* (S2007)	95%	98%	98%
teachers at this school treat students fairly* (S2008)	95%	98%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	98%	94%
this school works with them to support their child's learning* (S2010)	95%	98%	96%
this school takes parents' opinions seriously* (S2011)	96%	98%	94%
student behaviour is well managed at this school* (S2012)	95%	88%	85%
this school looks for ways to improve* (S2013)	98%	98%	96%
this school is well maintained* (S2014)	95%	93%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	98%	98%
they feel safe at their school* (S2037)	99%	97%	99%
their teachers motivate them to learn* (S2038)	100%	100%	98%
their teachers expect them to do their best* (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	99%
teachers treat students fairly at their school* (S2041)	94%	94%	98%
they can talk to their teachers about their concerns* (S2042)	97%	92%	95%
their school takes students' opinions seriously* (S2043)	97%	98%	98%
student behaviour is well managed at their school* (S2044)	92%	92%	97%
their school looks for ways to improve* (S2045)	100%	98%	100%
their school is well maintained* (S2046)	99%	99%	98%
their school gives them opportunities to do interesting things* (S2047)	98%	99%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	100%	96%	100%
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)	97%	92%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	94%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	96%	100%
student behaviour is well managed at their school (S2074)	100%	96%	98%
staff are well supported at their school (S2075)	100%	88%	90%
their school takes staff opinions seriously (S2076)	100%	88%	94%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	94%	96%	95%
their school gives them opportunities to do interesting things (S2079)	97%	96%	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.

Parent and community engagement

There is a tremendous sense of community at Mooloolaba State School. School traditions are held in high regard and parent involvement and engagement is of a very high standard. Staff are dedicated professionals who are committed to excellence in teaching and learning and recognise the importance of positive school-family relationships. Parents were kept informed about student learning through two written reports and two formal opportunities to attend parent/teacher interviews that are timely and supportive. Evening community information sessions were also conducted across all year levels at the beginning of the year, including sessions related to the Prep program to assist parents in the transition to school.

The Mooloolaba State School P&C makes a significant contribution to the school each year both financially and through supporting a range of initiatives.

Support-a-Reader parent training sessions, 123 Magic Parenting program, MYCP, and mentor programs and classroom assistance from parents and other members of the school community also contributed to active involvement in learning.

The Parents and Citizens' Association provided advice to the principal about school development, and continued to operate the Outside School Hours Care (OSHC) program and the school canteen. Other fundraising efforts and a regular working bees also contributed to significant improvements across the school.

At Mooloolaba State School we strongly value the partnership role that our parent community plays in assisting our students in achieving high outcomes. Parents also play a critical role in providing additional voluntary support to our students in the classroom.

Respectful relationships programs

Mooloolaba State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.
Mooloolaba State School's Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Mooloolaba State School, we emphasise the importance of building positive relationships and teaching students the behaviours that we want them to demonstrate at school. Communicating and teaching these behavioural expectations is a form of universal behaviour support – a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.
At Mooloolaba State School, our set of behavioural expectations is embedded in the School Wide Behaviour Expectations Matrix which acts as a teaching resource to assist our whole school proactive strategies to ensure everyone is aware of our school rules.

These expectations are communicated to students and community members via a number of strategies, including:

- behaviour lessons conducted by classroom teachers (e.g. Dolphin Program)
- regular articles published in Wavelengths (e.g. Parenting Ideas)
- presentations on assemblies by senior students
- class meetings to discuss specific rules and a variety of contexts
- regular and repeated communication of procedures and expectations by all staff during supervision of playground and learning spaces
- The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	24	11	17
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Solar panels are installed on the roof of the library. All school lights are now energy efficient types. These measures resulted in a 5% reduction in the use of electricity, despite the new hall and library and an increase in student enrolments of approximately 10%.

The School also attempted to reduce its environmental impact through various programs implemented both as part of the curriculum and at an administrative level. Teachers lead curriculum-based activities such as growing vegetable gardens on the school grounds and initiating awareness activities about the use of electricity - encouraging students and staff to turn off lights and fans in empty rooms. In partnership with the local council, the school has implemented a recycling program that has reduced landfill rubbish by almost 30%.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	164,788	
2015-2016	173,013	
2016-2017	200,954	

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.

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 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.**

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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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	45	20	<5
Full-time Equivalents	39	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	4
Graduate Diploma etc.**	4
Bachelor degree	37
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $65650

The major professional development initiatives are as follows:

- Professional Development for implementation of ACARA
- Writing in-servicing
- Literacy – Early Years
- Differentiation Strategies
- Inclusive Education
- Health and Wellbeing
- ICT /digital technologies inc. Coding, Robotics

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	91%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

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AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	93%	93%	94%	93%	94%	93%						
2016	94%	94%	94%	94%	94%	94%	93%						
2017	94%	94%	94%	93%	93%	94%	93%						

*Attendance rates effectively count 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.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:
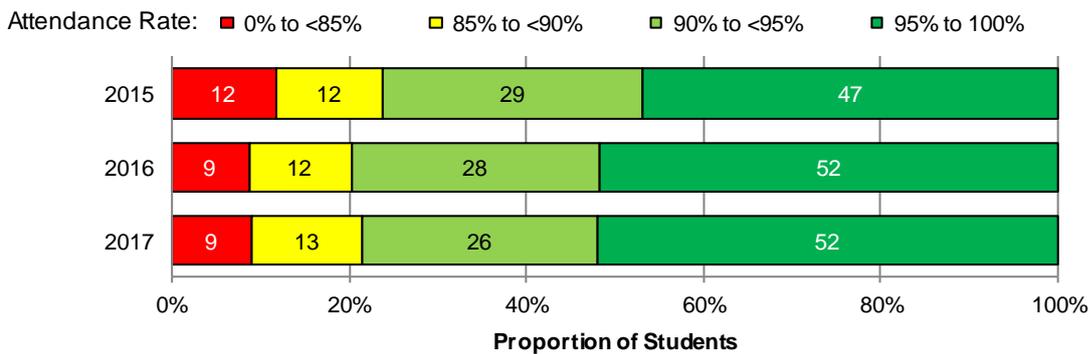
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

School electronic rolls are marked each morning and afternoon with classroom teachers advising the office of unexplained absences for follow up. Follow-up is by automated SMS messaging system at 10am each day. Phone call to parents and written communication follows if a student continues to record absences that are either unexplained or regular. The school has a dedicated phone line for parents to provide advice of a child's absence.

Whilst the school's level of absences are satisfactory in comparison to state figures, excessive time away from the classroom has a significant impact upon learning and the school is vigilant about any student who might be at risk of poor educational performance due to absenteeism. EVERY DAY COUNTS

NAPLAN

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/.

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

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

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SEARCH

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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.

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