



Moonie State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Moonie State School is located in the Warwick Education District. Current enrolment is 42 catering for students from mainly rural properties. Moonie is situated 98 km from Goondiwindi and 114km from Dalby. Experienced teaching staff are employed at the school and all staff maintain high expectations for every student enrolled. Moonie State School provides quality education to meet the needs of each learner in a supportive and positive learning environment, which fosters confidence and a love for learning.

Principal's Foreword

Introduction

Moonie State School Annual Report contains a strategic analysis of the overall school performance for 2016 against the Annual Implementation Plan's core priorities, the systematic targets and performance measures. The school community is strongly encouraged to engage with this report and familiarise themselves with its contents.

School Progress towards its goals in 2016

The key priorities for 2016 as outlined in the Annual Implementation Plan included a continued focus on school wide improvement, embedding the school pedagogical framework focusing on Explicit Instruction, an enhanced focus on the teaching of reading coupled with the purposeful use of student results and data trends and a tightened curriculum alignment across all phases of learning through carefully considered moderation and planning processes.

A strong and unrelenting focus throughout 2016 saw an improved focus on student achievement data and school-wide improvement. All staff were continually challenged to collate, analyse and respond to data using a moral imperative where individualised student achievement data is the key driver to enabling student and school-wide success.

Future Outlook

2017 has seen a sharper and narrow focus on school attendance to ensure 'every student succeeding everyday'. Furthermore, a more detailed approach in the explicit teaching of reading and spelling across the school. With all students in Prep on track to reach the Regional Benchmark by the end of the year. The school will engage in the Age Appropriate Pedagogies trial, exploring the theoretical research practices involved in maintaining age appropriate instruction strategies with high expectations across the state of Queensland. This will take the form of school-wide timetabling to cater for vertical alignment ensuring a consistency of language and practice.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	41	17	24		95%
2015*	37	17	20		100%
2016	43	17	26		98%

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 2016, 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

Overview

Moonie is predominantly a farming community and the student body consists of students who mostly live on family owned farms. Other employment opportunities include the Moonie Oil Fields and local Service Station. Nearly all the students travel to school by bus some with distances up to 45km. All students attend Boarding School for their secondary schooling. English is the only language spoken at home by all of the Moonie State School families. The socio-economic background of the student body is similar throughout.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	16	19	15
Year 4 – Year 7	12		13
Year 8 – Year 10			
Year 11 – Year 12			

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Moonie State School operates a co-educational Prep to Year Six structure. The Prep to Year Six program focuses on the Australian Curriculum ensuring the Year Level Achievement Standard is met in English, Mathematics and Science, History, Art and Technologies. Units for other Key Learning areas are planned using the Australian Core Descriptors.

The school offers Japanese LOTE lessons for students in Year Five and Six.

The Physical Education program is implemented with a heavy focus on maximum participation while encouraging skill development in swimming, athletics, team games and hand-eye coordination and gross motor based activities.

Co-curricular Activities

Moonie State School caters for and facilitates:

- Athletics training
- Swimming club
- Rugby League and Netball Training for Condamine Cup Carnival
- Cricket
- Goondiwindi Eisteddfod

How Information and Communication Technologies are used to Assist Learning

In 2016 Moonie State School won a QGC Grant to the sum of \$48 000. This has enabled the purchase of 16 desktops and 33 iPads. These digital technologies have been used to engage students in everyday lessons as well as aid students struggling in various KLAs. Every classroom has an interactive whiteboard to enable the most effective delivery for all learning experiences.

Social Climate

Overview

A positive school-wide approach is used to create and maintain a safe, supportive and disciplined learning environment. A heavy focus on the school rules 'Be Safe', 'Be Respectful' and 'Be Responsible' coupled with high expectations both in and out of the classroom. The Responsible Behaviour Plan for students underpins the behaviour management policies and practices across the school.



The personal development program, 'Bounceback' was introduced into the whole-school curriculum in 2013 and has been successfully delivered and used to prepare students with the strategies needed to develop sound values like; respect, cooperation and resilience.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	89%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	89%	100%
their child feels safe at this school* (S2002)	100%	89%	100%
their child's learning needs are being met at this school* (S2003)	100%	67%	100%
their child is making good progress at this school* (S2004)	100%	67%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	67%	100%
teachers at this school motivate their child to learn* (S2007)	100%	56%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	78%	100%
this school works with them to support their child's learning* (S2010)	100%	56%	100%
this school takes parents' opinions seriously* (S2011)	100%	78%	100%
student behaviour is well managed at this school* (S2012)	100%	89%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%		100%
they like being at their school* (S2036)	100%		93%
they feel safe at their school* (S2037)	100%		100%
their teachers motivate them to learn* (S2038)	100%		100%
their teachers expect them to do their best* (S2039)	100%		100%
their teachers provide them with useful feedback about their school work* (S2040)	100%		100%
teachers treat students fairly at their school* (S2041)	100%		100%
they can talk to their teachers about their concerns* (S2042)	94%		96%
their school takes students' opinions seriously* (S2043)	94%		100%
student behaviour is well managed at their school* (S2044)	100%		100%
their school looks for ways to improve* (S2045)	100%		100%
their school is well maintained* (S2046)	100%		96%
their school gives them opportunities to do interesting things* (S2047)	100%		93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	33%	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)	100%	67%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	67%	100%
student behaviour is well managed at their school (S2074)	100%	33%	100%
staff are well supported at their school (S2075)	100%	0%	100%
their school takes staff opinions seriously (S2076)	100%	33%	100%
their school looks for ways to improve (S2077)	100%	67%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

Moonie State School has a very proactive and supportive Parents and Citizens Association. Parents are fully engaged within classrooms for the purpose of supporting reading instruction, positive behaviour and general day to day practices. Parent/Teacher interviews are held widely across the school, along with Prep information evenings and celebrations throughout the year.

The parents are very active in their child's education and demonstrate this commitment through the following:

- P&C Committee meetings
- Working Bees
- Parent volunteer morning reading scheme
- End of term culminating activities
- Tuckshop
- Active after-schools program
- Swimming club

Celebration of special days:

- Book week parade
- Father's Evening
- Mother's Afternoon Tea
- Awards Night & End of Year Concert

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Moonie State School is very aware of the need to teach every student personal safety. The school delivers learning experiences namely Daniel Morcombe's Unit and Bush Kids, both of which focus heavily on personal safety, awareness of emotions, conflict resolution and recognise, react and report. Being a small rural community it is imperative that students are well equipped to handle the possible situations they might face when leaving for boarding school. On top of these programs the HPE curriculum covers in great detail aspects of personal safety and respectful 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	2014*	2015**	2016



Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

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.

Electricity and water use is high due to a pool leak. Maintenance on this has been sought and since rectified, however, it will not solve the leak merely slow it. Staff and students are also conscience of saving electricity where possible by turning off air-conditioners and other appliances when not required. The school also has a large number of solar panels which contribute to our power supply in a small school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	28,947	7,071
2014-2015	22,299	1,291
2015-2016		384

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.

Find a school

Sector:

Government

Non-government

Where it states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	5	0
Full-time Equivalent	3	2	0

Qualification of all teachers

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

*Teaching staff includes School Leaders

**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 2016 were \$13,178.35

The major professional development initiatives are as follows:

- Moderation
- Planning
- Reading Hub: The Teaching of Reading

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	99%

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 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).			

*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 2016 for all Queensland Primary schools was 93%.

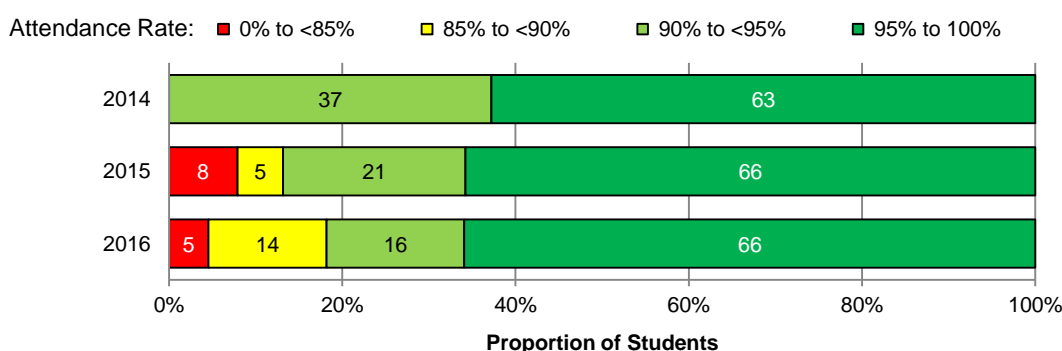
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	95%	97%	96%	96%	96%	96%	DW					
2015	95%	96%	95%	96%	95%	96%	94%						
2016	97%	89%	95%	94%	96%	97%	96%						

*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 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.

Classroom teachers and school staff monitor attendance in classrooms on a daily basis. Parents are regularly reminded to contact the school's absent line as soon as possible to alleviate follow up phone calls. Parents are contacted via text message by 11am in the event a student is away without an explanation. Two or more unexplained absences are followed up with a staff phone call seeking explicit clarification or more information.

Weekly assemblies are used to celebrate class attendance rates with a reward for the highest percentage of attendance. Whole school attendance percentages are published in the weekly newsletter to show both transparency and improvement.

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

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

Conclusion

Should you require more information or clarification with any information contained within this report please contact the principal.

