



Moffatdale State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

| | |
|-----------------------|--|
| Postal address | 892 Barambah Road via Murgon 4605 |
| Phone | (07) 4168 4724 |
| Fax | (07) 4168 4714 |
| Email | principal@moffatdass.eq.edu.au |
| Webpages | Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website. |
| Contact person | Rebecca Payne – Acting Principal |

School overview

At Moffatdale State School we have a commitment to providing a learning environment that is challenging, engaging, relevant, and encourages and supports students to achieve their potential while seeking and enjoying a fulfilling role in the school community. We are a small school that provides opportunities for students to develop their academic ability, character and their sense of teamwork while testing their personal limits. We work with other small schools to provide a rich curriculum with particular focus on Literacy, Numeracy, ICTS, and the Arts. Our classrooms are multi-age and students have access to extensive resources. Our staff are experienced, caring and committed to the development of all students. Moffatdale Village is part of a rural community in the South Burnett area with many of our students travelling from outlying farms and the town of Murgon. The local community are involved in a variety of ways in school life and have offered support to many endeavours.

Our school has three overarching behaviour expectations of our students:

Be Responsible

Be Respectful

Be Safe

By following our PBL (Positive Behavior for Learning) framework, we focus on the positives creating an inviting and encouraging place to work and learn.

School progress towards its goals in 2018

Moffatdale State School has continued to work towards implementing a school wide curriculum and assessment framework that meets the Australian Curriculum and prepares our students for living in complex, multicultural societies.

Continuing with our 'Lyn Sharrat – Putting the Faces on the Data' journey, we have continued to focus on our sharp and narrow focus of teaching of Reading, with a particular focus on Phonemic Awareness in the Early Years.

Our school continues to work towards the goal of having students above the National Minimum Standard in reading and increasing the percentage of students achieving in the upper two bands from previous years.

School Target for attendance above 90% - achieved 92.8% in Semester 1 with a decline in Semester 2 to 88.9%

NAPLAN Results: Evidence of Relative Gains for students in Years 3-5

Future outlook

Future Initiatives:

- Implementing school wide targeting reading program, which explicitly focuses on the areas of; Text Type, Oral Language strategies, Decoding Strategies, Vocabulary, Phonics and Comprehension strategies with a strong focus on Phonemic Awareness development
- Literacy Continuum understood and utilised by all staff
- Continue to implement Early Start and use this data to plan learning goals for students
- Embedding a Coaching and Feedback model of reflection for all staff (including Profiling)
- Implementing specialised intervention programs for students requiring additional support
- Employ more teacher aide time to assist students
- Provide Professional Development opportunities for all staff to be upskilled in Bandscaling

Our targets:

- Ensure all students are above NMS – 100% above NMS in Years 3-5 (Reading)
- Increase % of students achieving in U2B from previous years (all areas)
- Show improvement in our Relative Gains – Target 100% students showing relative gain above SQSS in Years 3-5
- 100% of students in Early Years mapped using Early Start
- Ensure 100% of staff are engaging in Coaching and Feedback cycles

- 100% of Indigenous students identified as Indigenous, English as Additional Language or Dialect (IEAL/D) are mapped using bandscales

Our school at a glance

School profile

| | |
|------------------------------------|--------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | No |
| Year levels offered in 2018 | Prep Year - Year 6 |

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 56 | 45 | 42 |
| Girls | 25 | 11 | 18 |
| Boys | 31 | 34 | 24 |
| Indigenous | 21 | 21 | 18 |
| Enrolment continuity (Feb. – Nov.) | 85% | 91% | 83% |

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Moffatdale State School had three classes in 2019, a Prep to Year 2, a Year 3-4 class and a Year 5/6 class. The school has a fluctuating Indigenous enrolment of between 35-48% and many of these students identify as IEAL/D. Students are from a variety of religious and socio-economic backgrounds.

Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3 | 11 | 15 | 16 |
| Year 4 – Year 6 | 27 | 15 | 10 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Moffatdale State School uses the C2C materials to guide the implementation of the Australian Curriculum. The English units utilised have been part of the Whole School Curriculum Planning documents, meaning assessment tasks across the school are all similar.

Students at Moffatdale State School are taught at their level – extensive diagnostic testing occurs in Term 1 and Term 3 to track student achievement and ensure targeted teaching of concepts and skills.

Gradual release of responsibility and explicit instruction underpins our teaching of Literacy concepts.

Our numeracy focus is on engagement and discovery, the use of open-ended and guided questioning to assist students in 'working it out'. We have a strong focus on the core elements of number such as addition and subtraction recall (mental strategies) and fast recall of multiplication and division strategies (written and mental)

Our Early Years room uses AAP (Age Appropriate Pedagogies) as a way to engage all learners and make learning 'fun' and real to life.

Co-curricular activities

Under 8s day activities with the Barambah Small Schools

Barambah Cluster Gala Sports Days Term 2 and Term 3 (Years 5/6)

Science week activities with Murgon SHS (Years 5/6)

Transition and orientation activities with Murgon SHS

Barambah Small Schools Cross Country Carnival

Barambah Small Schools Athletics Carnival

Book Week Activities

Barambah Cluster Canberra Camp – Year 6

Rewards Days – Mid term and End of term

How information and communication technologies are used to assist learning

Moffatdale State School has made a significant investment in laptops and portable devices over the past 3 years. We have a computer to student ration of 2:1. Students are encouraged to engage in online learning through the use of online learning sites (Literacy, Numeracy and Digital Technologies).

Students from Prep – Year 6 are expected to produce a variety of multimodal assessment items including word documents, power points and other specialised software.

Social climate

Overview

Students, staff and parents at Moffatdale State School value a safe and happy learning environment and we actively encourage all members of the school community to maintain open and honest communication. Our school has the following expectations – Be Safe, Be Responsible and Be Respectful. All students are valued for their unique capabilities and individual learning styles. Our school token system allows for children to be rewarded for positive and appropriate behaviour choices. School attendance is also rewarded with an invitation to a morning tea and also to our End of Term Rewards Days.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their child is getting a good education at school (S2016) | 100% | 100% | 100% |
| • this is a good school (S2035) | 100% | 100% | 100% |
| • their child likes being at this school* (S2001) | 100% | 100% | 100% |
| • their child feels safe at this school* (S2002) | 100% | 100% | 88% |
| • their child's learning needs are being met at this school* (S2003) | 100% | 100% | 88% |
| • their child is making good progress at this school* (S2004) | 100% | 100% | 88% |
| • 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% | 100% | 100% |
| • teachers at this school motivate their child to learn* (S2007) | 100% | 100% | 100% |
| • teachers at this school treat students fairly* (S2008) | 100% | 67% | 88% |
| • they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% | 100% |
| • this school works with them to support their child's learning* (S2010) | 100% | 100% | 88% |
| • this school takes parents' opinions seriously* (S2011) | 100% | 100% | 100% |
| • student behaviour is well managed at this school* (S2012) | 100% | 67% | 75% |
| • this school looks for ways to improve* (S2013) | 100% | 100% | 100% |
| • this school is well maintained* (S2014) | 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.

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048) | 92% | 93% | 93% |
| • they like being at their school* (S2036) | 100% | 100% | 100% |
| • they feel safe at their school* (S2037) | 100% | 93% | 87% |
| • their teachers motivate them to learn* (S2038) | 96% | 100% | 93% |
| • their teachers expect them to do their best* (S2039) | 100% | 100% | 100% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 96% | 93% | 100% |
| • teachers treat students fairly at their school* (S2041) | 100% | 93% | 87% |
| • they can talk to their teachers about their concerns* (S2042) | 92% | 93% | 87% |
| • their school takes students' opinions seriously* (S2043) | 96% | 93% | 80% |
| • student behaviour is well managed at their school* (S2044) | 92% | 93% | 87% |
| • their school looks for ways to improve* (S2045) | 96% | 100% | 100% |
| • their school is well maintained* (S2046) | 100% | 100% | 93% |
| • their school gives them opportunities to do interesting things* (S2047) | 100% | 100% | 93% |

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
|---|------|------|------|

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069) | 100% | 100% | 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% | 100% | 100% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 80% |
| • students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| • students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| • student behaviour is well managed at their school (S2074) | 100% | 100% | 100% |
| • staff are well supported at their school (S2075) | 100% | 100% | 100% |
| • their school takes staff opinions seriously (S2076) | 100% | 100% | 100% |
| • their school looks for ways to improve (S2077) | 100% | 100% | 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

Parents are encouraged to be involved in their child's education in a number of ways including membership of the P&C Association, volunteering, participation in open days and celebrations, continuing lessons at home, participating in sharing information about home, school and child and regular communication such as newsletters, school, website, communication books, our school Facebook page and notices.

Respectful relationships education programs

The Respectful Relationships education program is a primary prevention program focused on influencing behaviour change to prevent undesirable social consequences such as domestic and family violence. This is done through changing attitudes about violence and gender construction known to lead to violence while also supporting students to develop pro-social behaviours that lead to equitable and respectful relationships. A strengths-based approach underpins the development of respectful relationships, knowledge and skills.

The content and approaches in the Respectful Relationships Educational Program are based on domestic and family violence research and best-practice educational approaches. The program had been developed in consultation with teachers, school communities, domestic and family violence organisations and external experts.

By implementing the Respectful Relationships Education Program, Moffatdale State School gives students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- Improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- Less disruptive classroom behaviour, aggression, bullying and delinquent acts

Reduced emotional distress such as depression, stress or social withdraw

The school has developed and implemented a program/or program that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days | 17 | 16 | 11 |
| Long suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Moffatdale State School has equipped solar panels and is environmentally aware of the need to reduce our footprint. Staff and students regularly practice energy saving techniques such as; turning off any electrical devices/switches when not in use, only using heating/cooling when appropriate and practicing water wise strategies at all times.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 15,724 | 20,213 | 18,526 |
| Water (kL) | | | |

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

| | | |
|--|--------------------------------|-------------------------|
| Find a school | Search website | |
| <input type="text" value="Search by school name or suburb"/> | Go | |
| School sector ▼ | School type ▼ | State ▼ |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts | 5 | 6 | <5 |
| Full-time equivalents | 4 | 4 | <5 |

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications | *Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
|--------------------------------|--------------------------|--|
| Doctorate | | |
| Masters | | |
| Graduate Diploma etc.* | | |
| Bachelor degree | 4 | |
| Diploma | | |
| Certificate | | |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$4604

The major professional development initiatives are as follows:

- THRASS Training
- Coaching and Feedback PD

- Reading PD

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 96% | 98% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description | 2016 | 2017 | 2018 |
|--|------|------|------|
| Overall attendance rate* for students at this school | 92% | 93% | 93% |
| Attendance rate for Indigenous** students at this school | 88% | 95% | 94% |

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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

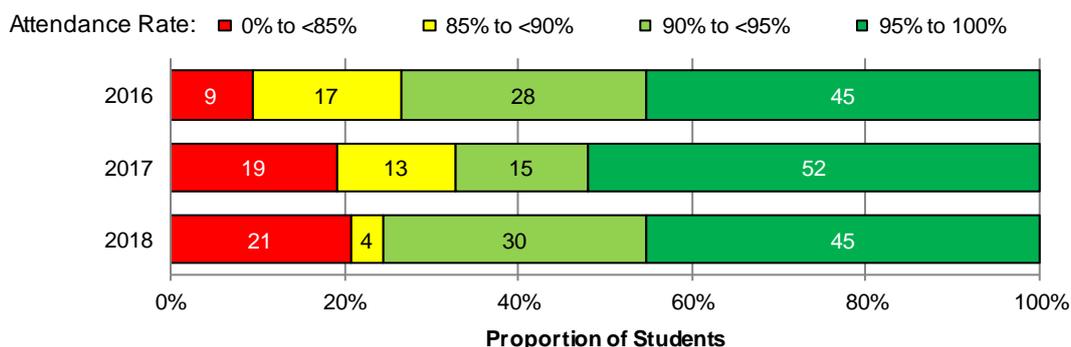
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep | 95% | 91% | 94% |
| Year 1 | 89% | 95% | 91% |
| Year 2 | 90% | 93% | 94% |
| Year 3 | 95% | 95% | 88% |
| Year 4 | 87% | 94% | 96% |
| Year 5 | 94% | 93% | 93% |
| Year 6 | 93% | 91% | 92% |

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

At Moffatdale State School, we strongly believe that every day matters. Teachers are required to mark the roll before 10am. For any student who is away and no explanation has been given, contact is made with families to find a reason. This is then manually entered into the Oneschool system. In order to encourage students to attend each day, class awards and individual awards are given out on parade weekly to the class and students who have attended 100% of the time. We inform families of our attendance successes by uploading this information onto our schools Facebook site and also into our newsletters. Attendance is also awarded to students by inviting them to our End of Term Rewards days, and for those students with 100% attendance for the term, they have a special morning tea in the staffroom with staff and are presented with a certificate and a button badge to proudly wear.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.