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## Principal's foreword

### Introduction

During 2007, Moreton Downs conducted a Triennial School Review. The outcomes of this review have informed the Schools Strategic Plan for the next three years. The Acting Principal's of 2007 are to be congratulated for the work they have done with the school community in developing the Schools Strategic Plan and for their contribution to the review process. The staff of the school are likewise to be congratulated for their commitment to this collaborative process. The appointment of a permanent Principal in 2008 will allow Moreton Downs State School to realise the development of the recommendations of the Triennial School Review.

A major focus for 2007 was to review curriculum programs offered to students and to complete the program set of school based programs for Literacy and Numeracy. This piece of work will continue for 2008 and forms part of the TSR recommendations. The Queensland Curriculum, Assessment and Reporting Framework (QCAR) remains an important focus for us and will be a continued focus for this triennium. This initiative is welcomed by this school as a way of aligning our programs and provides a tool to allow us to ensure quality programs exist for all students.

The school continued a focus on supporting student engagement. The 'Calm Room' supported by a fulltime teacher and teacher aide (Work Place Reform) is a major resource in this school that supports the teaching/learning process. After stability for many years the position has been undergoing change, which challenges the overall operation of the resource. Continued support of the position by staff has seen the position continue for 2007/2008. A review has commenced with the goal to provide consistency in process and develop an aligned understanding of the purpose of the resource. Robust conversations will be required to progress the resource into the 2009 school year in its present form.

The school completed work on their successful submissions through Investing in Schools and Tomorrows Schools, which allowed for improvements in facilities for our students. The completion of an Indoor physical education facility with a focus on fitness and recreation and the completion of a music block will allow these two important key learning areas to further develop. The school staff are commended for their vision in the development of these facilities.

The first year of the preparatory school initiative was successful with our first cohort of full time prep students moving to year 1 in 2008. This initiative has provided a platform for our students to be more prepared for future learning. The embedding of a play based philosophy will be a focus across our early years as we adjust programs to suit the readiness of this cohort of students.

The school continues to enjoy the support of the school community with the Parents and Citizens Association contributing generously to the school budget and being involved in the direction of the school. The P and C continue to investigate innovative ways to further involve our school community in the education of our students.

2007 has been a successful year for Moreton Downs State School and I am confident that our teachers, our community and our leadership teams will remain focused on student learning and participation, as we ***make a difference to our students learning through the provision of a caring and positive learning environment that enables every child reach their potential.***

Peter Keim (Principal)



## Future outlook

For 2008 our plan is to continue a focus on improving literacy and numeracy for all students who attend Moreton Downs State School. To achieve this goal we must ensure that our school provides for our teachers quality assured programs that clearly identify the essential learning for our students. Paramount to the success of the delivery of this goal is the role our leadership teams will have in ensuring alignment of each Key Learning Area across our school and the delivery of the programs to our students. The sharpness in the delivery of this model will challenge practice, but is essential to the alignment of programs and to the improvement of student learning in our school. Another key factor will be the identification of key staff to lead the redesigning of and the aligning of programs and use of resources to match school and system priorities and expectations.

The budget for 2008 clearly focuses on literacy and numeracy development and the work of KLA teams will ensure the funds are directed to the purchase of suitable resources, development of programs and the learning and development of teachers. Through this focus our teachers will be provided with a greater opportunity to be involved in learning and development, as they become involved in further understanding of and the implementation of the QCAR agenda.

Through the purchase and installation of 30 new computers, a heightened focus on 'integrating' technology in all classrooms has commenced. The school is presently preparing for the roll out of the Managed Operating Environment which will challenge each of us in our practice. There is a need for a greater focus on the take up of technology by our staff for engaging students and managing information. A managed, working balance will need to be found between the skills of our staff and system expectations as we embrace the 'One School Initiative'.

An opportunity exists with the appointment of a permanent principal to redefine the School Values and Beliefs. This important strategic dimension will enable the strategic plan to be implemented and embedded.

A review of the current Responsible Behaviour Plan in light of changes of staff in key positions is paramount in establishing an environment where teachers can teach and students can learn. This will provide challenges to all staff as we attempt to arrive at agreed processes for engaging all students.

The establishment of a clear futures perspective to inclusiveness in relation to race, gender and student learning need has been identified through the Triennial School Review. This sensitive piece of work will require a community response clearly founded in best practice. Our present School Annual Report has identified a number of strategies to maintain this focus. A greater body of work however will be needed to ensure scaffolding for improved learning to occur for our identified target groups.

A continued focus on student involvement in Sports Development classes has produced successful outcomes and a positive focus for our school and students. This model can teach us a lot, as we investigate improved pathways for engaging all students who attend our school. Developing pathways and focusing teacher skill and interest areas should engage and improve student learning whilst developing quality programs in our school. A clear focus in the last two years has been improving opportunity for students in the Performing Arts areas. This initiative has seen participation and interest grow in this Key Learning Area.

Challenges for our school in reaching our goals include a large request for leave by many of our teachers and a change to the structure of a number of our teams. The formation of strong year level teams will be a clear focus post 2008, as we embed expectations around program delivery.

In promoting the use of technology as a tool for learning a clear focus will need to be placed on up-skilling our teachers. No teacher has or is working towards their pedagogical licence. Whilst there is a number of teachers who have a high level of skill in this area we will need to provide greater opportunity for learning and development as we become involved in the laptop for teachers program.

Our future outlook is exciting and will continue to be student focused. The success of recommendations is strengthened by the quality of our school staff and the positive involvement of our school community.

I believe our students will be provided with every opportunity to improve their learning as we develop and plan a curriculum framework that is meaningful, purposeful and engaging for all and a learning environment that is supportive and conducive to learning.

# Our school at a glance

## School Profile

In 2007 our school offered a coeducational program for students enrolled in Preparatory to Year 7.

Our enrolment for 2007 was 801 students.

We are expecting 4 full preparatory classes for 2008 and for our enrolments to remain at a similar level to 2007.

## Curriculum offerings

- Our Curriculum Plan is designed around an integrated approach to program planning. The units of work are developed around a set of learning outcomes selected by the school from Education Queensland Syllabus Documents. These integrated units meet the needs and interests of our students. Teachers are provided with opportunity at junctures to plan collaboratively to develop, adjust and review programs and resources used.
- All Key Learning areas (Maths, English, Science, Study of Society and the Environment, The Arts, Chinese( Year 5-7 only), Physical Education, Music and Technology) are included in unit plans with a clear focus on improving and supporting the learning of Literacy and Numeracy.

## Extra curricula activities

- **Extension Program** for years 6 and 7 students. This program runs each Thursday afternoon and provides opportunities for students to select an area of interest and Community Service component over three rotations throughout the year;
- **Sports Development Program** which is offered to one identified class in each of years 5, 6 and 7. This program involves the students in a fitness component and extends their skill base on the Thursday afternoon extension time. All students must offer their time to organize equipment and offer assistance to the years 1, 2 and 3 students as part of their Community Service;
- **Performing Arts Program** which includes: the instrumental program for years 5, 6 and 7: the recorder band from year 4 and the choir also from year 4; and a special program for students in year 7 which includes multi-media and performance strands;
- Other valued programs and events such as, Author visits, Transition program for the Year 7 to visit the High School, a Writers Inter-house Competition, Leadership Council for the Year 7s, excursions and school camps, community service involvement and Book Week activities.

## How computers are used to assist learning

- **Computer Skills Program** from a 'focus teacher' for students in years Prep to 7. This program is based on the sequential development of skills according to the school scope and sequence and in collaboration between the focus and classroom teacher around student need. The school boasts a well equipped computer lab which allows whole class lessons to be taken by 'focus' and classroom teachers.
- **Integration of technology in the classroom-** Computers are also included in the classroom learning programs as an integral part of the units of work offered. Each classroom has at least 2 computers for student use. This allows teachers to utilize technology as a tool to improve student learning. Teachers will be required to improve their skills in using technology as a tool for learning and engaging students in future years. To achieve this, computer connectivity and accessibility will be improved for all teachers and students. Teachers have access to a range of quality software that is stored on the schools intranet.
- **Whiteboards-**exist in two classrooms as well as our library and teachers with interest and skills investigate ways in which this form of technology can engage students and improve student learning. The school plans to increase the number of whiteboards in future years.

## Our school at a glance

### Social climate

Our school funded 'Calm Room' is a major focus of our 'Code of Behaviour' and is designed for the management of students who become disengaged in the classroom or playground. This facility is staffed through a Workplace Reform with a fulltime teacher and a teacher aide.

As well as providing for the management of disengaged students, it is also proactive in nature and delivers programs focused on improving the social habits of students, as well as a centre for staff and parents to improve their understanding of student behavior.

The delivery of support through this process is valued by all staff and allows for teachers to teach and students to learn in a supportive school environment.

The school offers the 'You Can DO It' social skills program which is developed in a planned way in each year level. This program teaches students skills in **Getting Along, Organisation, Confidence and Persistence**. The program embraces **Resilience** of students as a final outcome of the program.

In all opinion surveys the community and the staff value the safe supportive environment. In school surveys this is valued above all other aspects of the school.

This school promotes an Anti-bullying Program and we are responsive to managing student support needs and communicating to parents about issues or concerns.

Our school receives support from a Guidance Officer 3 days per week who is engaged at every opportunity in planning and managing student learning and social needs.

A Chaplaincy program began in 2007 and is supported in our community. This program offers another tier of support for students referred through our Inclusive Education Services.

Our school continues to build productive partnerships with a range of systemic and community agencies in providing support for our students and their families.

Our school supports a number of Out of Hour School organisations, who deliver and collect a growing number of students from our school daily.

Our Parents and Citizens Association provides a range of services to our community making it easier for many parents to access student requisites. They support a uniform policy and manage a tuckshop and uniform shop.

Monthly meetings are held at the school and all community members are invited. Alternative times are organized to allow for increased attendance.

The school boasts a large number of parent volunteers who assist in the running of the school. This boosts the positive school climate and allows for positive partnerships to be developed.

Our school survey results indicate that parents are satisfied with the climate of our school.

### Involving parents in their child's education.

Our School processes provide links with our school community. Parents are provided with opportunity to attend monthly P and C Meetings where reports about the school are presented by the Principal and other key staff. Invitations to attend are timely and advertised through our newsletter. Parents are invited to become actively involved in P and C subcommittees.

Parents take part in a growing range of activities including attendance at assemblies where students share their work and receive awards, parent teacher information evenings, parent teacher interviews where teachers discuss student progress.

Parents attend sports days, sporting events and showcase activities which include classroom and special presentations by our school choirs and bands. Parents are invited to excursions and other outings students attend. Parents are also involved in developing and reviewing education and behavior plans for their students.

Volunteers who assist student learning, assist the Chaplaincy program and the RE program are further ways that we engage parents in our school.

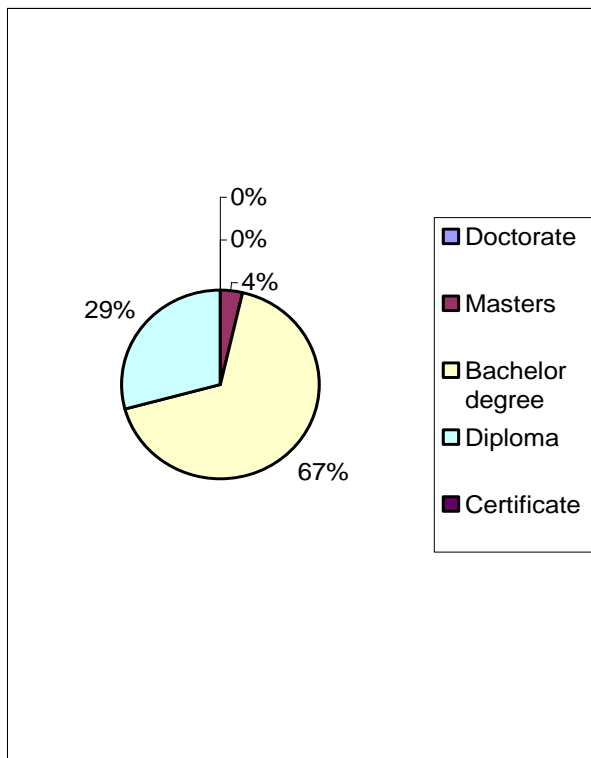
Our parent satisfaction ratings in the State Wide Opinion survey have been consistently high since the opening of the school. In 2007 they remained high with 79% of parents responding that "they are getting a good education from the school" and 82% believing that "Moreton Downs is a good school".



## Our staff profile

### Qualifications of all teachers.

Highest level of attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	37
Diploma	16
Certificate	0



### Expenditure on and teacher participation in professional development.

- The total funds expended for teacher professional development in 2007 was \$21145.
- The major professional development initiatives are as follows:

**Literacy -** Key to Literacy  
Reading/Comprehension/Thinking Skills  
Boys & Literacy

**Maths-** Designing Investigations  
Maths 300

**Other-** Middle Phase  
Prep Information/Networking  
Behaviour Resilience Emotional/Social Understandings

## Our staff profile

Gifted & Talented

Beginning Teacher

Mentor Training

Intervention Strategies

Differentiated Curriculum

- The involvement of teaching staff in professional development activities during 2007 was 76%.

### Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2007.

### Proportion of staff retained from the previous school year.

- From the end of the 2006 school year, 91% of the staff was retained by the school for the entire 2007 year.

### Student attendance

The average attendance rate as a percentage in 2007 was 94 %.

# Performance of our students

## Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	79%
Writing	90%
Number	89%

### Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school	522	589	646	
	Average score for Queensland	527	606	672	
	Percentage of students at the school above the national benchmark	2007	91 %	65 %	74 %
		2006	95 %	75 %	73 %
Writing	Average score for the school	512	574	628	
	Average score for Queensland	523	600	681	
	Percentage of students at the school above the national benchmark	2007	88%	88 %	89 %
		2006	91 %	90 %	96 %
Numeracy	Average score for the school	502	558	623	
	Average score for Queensland	521	588	648	
	Percentage of students at the school above the national benchmark	2007	82 %	58 %	69 %
		2006	83 %	80 %	68 %

## Other Key Outcomes

### Value added

Moreton Downs State School's key data shows the following:

**Year 2 net-**The work of teachers in the early years continues to achieve positive scores for our students in the areas of Reading, Writing and Numeracy. The percentage of student's not requiring additional support has increased in reading and number for 2007, whilst writing has remained the same. A combination of the identification and explicit teaching of essential skills and strong early intervention programs continues to produce quality outcomes for our students.

**Year 3 Test-**Our year 3 students performed well again with large numbers of students performing above the National benchmark. Results are below the state average score with numeracy results indicating a large drop from 2006.

Compared to like schools our students were similar to like schools in all areas of numeracy and literacy.

**Year 5 Test-** Scores indicate a drop in all areas when compared to state scores. Of particular concern are the drop in percentage of students working above the National Benchmark in reading and numeracy.

In data and Space our students performed at like school scores. Overall, numeracy was below like school scores. In Literacy our year 5 students are working at like school scores in all areas.

**Year 7 Test-**Year 7 results are significantly below the average score for Queensland in all areas. Numeracy continues to be an area of concern for this year level. Year 7 results were below like school scores in all areas of literacy and numeracy.

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

**Parents:** In relation to state data, our parents remain satisfied. Scores on the satisfaction survey showed parents were satisfied in all dimensions with similar responses to state and like school scores.

Parent opinion overall was similar to 2006. 82% of our parents believe that this is a good school

**Students :** Overall our student opinion shows satisfaction with our school. Satisfaction is above state scores in the dimensions of learning climate and resources.

**Staff:** Staff remains satisfied with our school in all areas. Staff results are above the state mean in the dimensions of work environment, relationships and work roles.

Performance of our students

# 2007 School Annual Report



Queensland  
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State Schools Shaping the Smart State