



Morningside State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Mornington Island's school's vision is 'Thaldi Bana Merri (Come and Learn) COURAGE, CHOICE, CHALLENGE RESPECT' and has been linked to the 'turtle image', whereby the turtle continues to face challenges throughout its life. The turtle needs courage to make choices, and learns from each challenge, but never forgets where it comes from and ensures that it returns to its homeland. The Mornington Island Community recognizes that education is the key to their future and that receiving an education is directly linked to academic performance and future career and life options. The school strategies on how to engage students in life long learning involve the community, agencies, industries and government. Our school continues to provide an education that is meaningful and relevant. We continue to work collaboratively with the community in creating a school that is inviting. Mornington Island State School is also committed towards enhancing student outcomes. Mornington Island State School has adopted a range of improvement strategies that collectively make up the 'Mornington

Island Way'. We believe every student can improve their learning given the right support/ challenge and the right time, by the right person. Together, our staff constantly review and share to improve their teaching quality to ensure every student engages in learning every day. Community engagement in the school's daily life is important to us. As such, the school employs many local community members who are integral to learning every day. Every student, teacher, educational assistant and support person is committed and focused on learning improvement. We have strong ties to community and local council through joint partnerships across a range of ventures designed to provide our students a dream and means to a positive life's pathway. We believe in identifying a student's strength and challenging *them* to create and achieve a positive future pathway. Our school identifies and promotes strong leadership in the classroom and across the school. Through coaching and mentoring, we grow leadership knowledge, skills and abilities.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

The school focus as outlined in the 2017 Annual Operational Plan highlights

- Teaching Quality
- Data Literacy
- Effective leadership (of learning)
- Authentic alignment to the Australian Curriculum
- Reading improvement
- Improving success rates for students attending off-shore learning (boarding schools, trade training)
- Further development of school's recruitment plan for teachers

The school has seen a steady improvement in English (A-E) particularly in the early years. Mornington Island State School continues to work hard to improve attendance at school every day for every student, with a dedicated team of local staff who visit homes daily and provide students a daily bus service to school. School Opinion Survey results indicate a general level of satisfaction from staff, parents and students.

Future Outlook

Our sharp and Narrow focus for 2018 is Reading with a target of NAPLAN Reading 2018 /2019: National Minimum Standards: Year 3 - 70%; 85%;Year 5 – 44%; 75%;Year 7 -30%; 50%;Year 9 25%; 50%

Our other major improvement strategies include learning culture focusing on attendance and behaviour improving attendance <85% from 77% to 70% Semester 1 and 65% Semester 2
Delivery of the Australian Curriculum, specifically – English and an improvement in Levels of Achievement in this subject.
Target for 2018 60%

Strong support and partnerships with other agencies and local authorities provides a strong base for learning and future employment of our students.

Our school continues to develop and grow strong working and learning partnerships with offshore learning providers to maintain our success rates for retention in learning.

Our school continues to recruit the right people for the right roles, ensuring we build leadership capacity and strong quality teaching protocols into our school culture.

Our school strongly endorse and uses a choice based school wide positive behavior program focused on challenging our students to make positive choices (Glasser – Choice Theory).

Our school continues to support Quality Teaching improvement through our staff working in professional learning teams.

Continuing to work with a range of other agencies to ensure student wellbeing is supporting our learning improvement.

Continuing to support our staff wellbeing and professional resilience both here and toward their next school appointment beyond Mornington Island State School.

Our school continues to grow our partnership with Logan Teacher Education Centre of Excellence (TECE) and the Teach Queensland Team to attract and recruit teachers to Mornington Island State School

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Early Childhood - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	241	115	126	230	83%
2016	248	110	138	236	82%
2017	245	121	124	240	89%

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

In 2017, there were 23 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

Mornington Island State School serves the Mornington Island local Lardil community. The school proudly supports the greater community in their instigation of cultural and heritage events and traditional learning for their children. Our student population grows as more students engage in Pre-prep and the early years of learning program. Our school sees over 60% of our Year 7-10 students depart the island and attend other schools in other larger urban locations. This transition continues to present challenges for our students, their families and our school. As a PP-10 school, Mornington Island State School provides Curriculum to Year 10 supporting students toward accessing further pathways options. The school is committed to all students regardless of their learning pathway preference after Year 6. Our transition team works continually with other schools and travel to visit our students to ensure their opportunity is being maximized. Our students are EALD learners and as such require specific support to access the curriculum. As such the school provides a framework for EALD learning through a range of strategies and programs. Unlike most schools, Mornington Island State School delivers a nutritious lunch for *every student* as part of our commitment to student wellbeing and preparedness for learning.

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	18	17	18
Year 4 – Year 6	22	14	16
Year 7 – Year 10	15		25
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Learning Areas based on the Australian Curriculum supported through C2C and foundation programs
EAD/L strategies to support students for whom English is their Second Language
Cultural program support in partnership with community
Partnership with other schools and training providers for our student learning
Reading groups

Deadly Minds – Social Emotional Program

Co-curricular Activities

School sport at local, district, region, and state levels
Camps in preparation for post Year 6 options
Cultural camps and excursions with community elders

How Information and Communication Technologies are used to Assist Learning

Each classroom is equipped with a 65inch Touch Screen monitor for teaching and learning
Classes have access to iPads

Social Climate

Overview

Mornington Island State School promotes and fosters a positive school culture through a 'Choices' model (Glasser). The school's values of *belongingness, learning, respect and safety* are clearly evident in all classrooms and in all we do and say every day.

These values are discussed and modelled through our 'Deadly Minds' Program every week to all students and through the positive teacher relationships with students. The school employs the services of a consultant to support and grow our interactive, safe and positive culture.

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)	100%	95%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	95%	100%
their child feels safe at this school* (S2002)	100%	95%	100%
their child's learning needs are being met at this school* (S2003)	89%	95%	90%
their child is making good progress at this school* (S2004)	100%	89%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	95%	100%
teachers at this school motivate their child to learn* (S2007)	89%	95%	100%
teachers at this school treat students fairly* (S2008)	100%	94%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	89%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	94%	100%
student behaviour is well managed at this school* (S2012)	89%	79%	70%
this school looks for ways to improve* (S2013)	100%	95%	100%
this school is well maintained* (S2014)	100%	89%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	87%	100%	94%
they like being at their school* (S2036)	96%	100%	87%
they feel safe at their school* (S2037)	89%	95%	94%
their teachers motivate them to learn* (S2038)	88%	100%	96%
their teachers expect them to do their best* (S2039)	98%	98%	99%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their teachers provide them with useful feedback about their school work* (S2040)	89%	100%	93%
teachers treat students fairly at their school* (S2041)	80%	95%	93%
they can talk to their teachers about their concerns* (S2042)	81%	93%	92%
their school takes students' opinions seriously* (S2043)	75%	93%	71%
student behaviour is well managed at their school* (S2044)	81%	80%	88%
their school looks for ways to improve* (S2045)	85%	93%	97%
their school is well maintained* (S2046)	84%	95%	92%
their school gives them opportunities to do interesting things* (S2047)	80%	90%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	90%	95%
they feel that their school is a safe place in which to work (S2070)	94%	85%	89%
they receive useful feedback about their work at their school (S2071)	82%	85%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	87%	100%
students are encouraged to do their best at their school (S2072)	100%	90%	100%
students are treated fairly at their school (S2073)	88%	100%	100%
student behaviour is well managed at their school (S2074)	94%	100%	95%
staff are well supported at their school (S2075)	82%	85%	100%
their school takes staff opinions seriously (S2076)	71%	75%	89%
their school looks for ways to improve (S2077)	100%	90%	89%
their school is well maintained (S2078)	71%	100%	100%
their school gives them opportunities to do interesting things (S2079)	88%	100%	95%

* 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

The school engages a large number of educational assistants (Teacher Aides) who provide a valuable link between home and the classroom. The school provides opportunities for families to come into classrooms in 'Walkthrough' times. A number of parents volunteer to work in classrooms with teachers and students promoting local cultural activities.

Teachers regularly do home visits to meet with parents and cares and share positive stories about student progress as well as discussing any challenges.

Respectful relationships programs

The school has a Deadly Minds program which focusses on social emotional wellbeing and resilience. The Health curriculum also focusses on healthy choices.

The school has developed and implemented 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	14	8	29
Long Suspensions – 11 to 20 days	1	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Mornington Island State School attempts to reduce its carbon footprint. Staff and students are encouraged to make conscious efforts to reduce print materials. The school's prime communication forum is electronic. Air-conditioning and electronic devices are run at levels to maximize their efficiency and reduce the carbon footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	180,733	
2015-2016	186,382	3,125
2016-2017	223,293	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	31	26
Full-time Equivalent	27	15	10

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	7
Bachelor degree	22
Diploma	0
Certificate	0

*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 2017 were \$98 400

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Partnership with other schools (visits, collaborative planning, teaching and assessing)
- Choice Theory
- Early Childhood Leadership
- Fierce conversations
- School Coach
- Leadership Coaching
- Induction to school and community
- Individual capacity building
- Teaching quality development Professional Learning Teams

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.	98%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 70% 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).	76%	71%	64%
The attendance rate for Indigenous students at this school (shown as a percentage).	75%	70%	64%

*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 P-10/P-12 schools was 90%.

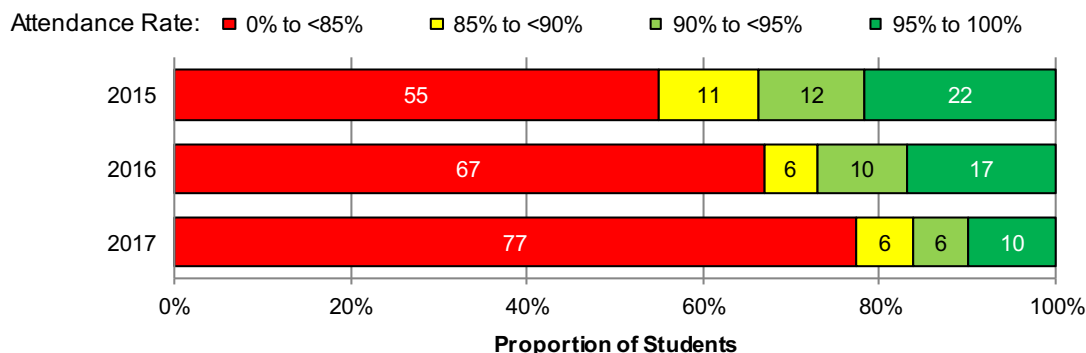
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	64%	85%	83%	84%	82%	82%	84%	73%	61%	32%	38%		
2016	69%	75%	82%	75%	79%	75%	78%	59%	45%	31%	39%		
2017	67%	66%	72%	73%	72%	70%	68%	57%	31%	36%	35%		

*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.

Mornington Island State School has a strong and active approach to school attendance. Every day counts at Mornington Island State School and various strategies are employed to support student attendance.

- School Attendance Team of 8 staff who actively seek students by driving the streets of Mornington Island to collect students (every morning)
- Staff communication with the Attendance Team on a daily basis to inform of students who have not arrived at class
- Attendance Team follow-up every absent student daily (with parents/ carers)
- Reward system for attendance of students (100% attenders) – weekly parade
- Regular home visits by RSAS Team and teaching staff to ensure students are able to attend school daily
- Various programs where parents and carers come into the school to support student learning
- Nutrition program where students are provided food every day
- Focus on learning and sharing our classroom learning with parents and the wider community
- Individual case management of students

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/>.

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