



Morningside State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	Lardil Street Mornington Island Gununa Wellesley Islands 4892
Phone	(07) 4747 9333
Fax	(07) 4745 7240
Email	principal@morningtonislandss.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	Terri Byrne Executive Principal

From the Principal

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.

School progress towards its goals in 2018

AIP Focus areas

Reading

- Reading groups
- Reading in the curriculum
- Reading intervention implemented

Writing

- Implementation of the Australian Curriculum
- Writing demands of the curriculum

A Culture that Promotes Learning

- PBL implemented continued in 2019
- Attendance plan implemented

Leadership

- Focus on leadership across the school

Future outlook

Reading Targets

- 75% of P-3 students reading at expected PM Levels
- 100% P-3 Student reading at level or in an intervention program

Writing Targets

- % A-C English by end of 2019

Attendance Targets

- Improve whole school attendance by 10% by end 2019
- Improve % of students attending above 85% by end of 2019

Engagement

- Reduction in One-School referrals
- Reduction in suspensions

Strategic plan areas 2019-2022

- Learning
- Pathways for All Students
- Culture and Community Partnerships
- Attendance and Engagement
- Wellness Responsibility and Resilience

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	248	245	263
Girls	110	121	127
Boys	138	124	136
Indigenous	236	240	258
Enrolment continuity (Feb. – Nov.)	82%	89%	90%

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 20 students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Mornington Island State School serves the Mornington Island local Lardil community. We also have a large Kardildt population. The school proudly supports the greater community in their instigation of cultural and heritage events and traditional learning for their children. Our students engage in Pre-prep and the early years of learning program through to Year 10. Our school sees approximately 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 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. 61% of our students are affected by some sort of hearing loss. As a school we respond to this by having sound fields in every classroom and teachers adapt their teaching to address the needs of these students. We also partner closely with organisations such as Deadly Ears and Australian Hearing who test students and provide support. 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	17	18	16
Year 4 – Year 6	14	16	17
Year 7 – Year 10		25	27
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

Learning Areas based on the Australian Curriculum supported through C2C
EAD/L strategies to support students for whom English is their Second Language
Cultural / language I program support in partnership with community
Partnership with other schools and training providers for our student learning
Reading groups. Deadly Minds – Social Emotional Program
Reading intervention programs

Co-curricular activities

School sport at local, district, region, and state levels
Cultural activities and excursions with community elders
Family nights such as Science Night and Art Show
Art Excursions off island
ATSIAP Program - Mt Isa

How information and communication technologies are used to assist learning

Each classroom is equipped with a 65 inch 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 Positive Behaviour for Learning. The school's expectations of *belongingness, learning, respect and safety* are clearly evident in all classrooms and in all we do and say every day. These expectations are discussed and modelled through our 'Deadly Minds' Program every week to all students and through the positive teacher relationships with students.

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)	95%	100%	88%
• this is a good school (S2035)	100%	100%	88%
• their child likes being at this school* (S2001)	95%	100%	88%
• their child feels safe at this school* (S2002)	95%	100%	75%
• their child's learning needs are being met at this school* (S2003)	95%	90%	75%
• their child is making good progress at this school* (S2004)	89%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	88%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	95%	100%	100%
• teachers at this school treat students fairly* (S2008)	94%	91%	75%
• they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	94%	100%	88%
• student behaviour is well managed at this school* (S2012)	79%	70%	50%
• this school looks for ways to improve* (S2013)	95%	100%	100%
• this school is well maintained* (S2014)	89%	100%	75%

* 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)	100%	94%	100%
• they like being at their school* (S2036)	100%	87%	91%
• they feel safe at their school* (S2037)	95%	94%	91%
• their teachers motivate them to learn* (S2038)	100%	96%	91%
• their teachers expect them to do their best* (S2039)	98%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	93%	91%
• teachers treat students fairly at their school* (S2041)	95%	93%	91%
• they can talk to their teachers about their concerns* (S2042)	93%	92%	73%
• their school takes students' opinions seriously* (S2043)	93%	71%	45%
• student behaviour is well managed at their school* (S2044)	80%	88%	82%
• their school looks for ways to improve* (S2045)	93%	97%	82%
• their school is well maintained* (S2046)	95%	92%	100%
• their school gives them opportunities to do interesting things* (S2047)	90%	87%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	90%	95%	93%
• they feel that their school is a safe place in which to work (S2070)	85%	89%	70%
• they receive useful feedback about their work at their school (S2071)	85%	84%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	100%	95%
• students are encouraged to do their best at their school (S2072)	90%	100%	97%
• students are treated fairly at their school (S2073)	100%	100%	97%
• student behaviour is well managed at their school (S2074)	100%	95%	63%
• staff are well supported at their school (S2075)	85%	100%	83%
• their school takes staff opinions seriously (S2076)	75%	89%	76%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	90%	89%	97%
• their school is well maintained (S2078)	100%	100%	80%
• their school gives them opportunities to do interesting things (S2079)	100%	95%	90%

* 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. 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 education 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

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	8	29	149
Long suspensions – 11 to 20 days	0	2	3
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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	186,382	223,293	292,630
Water (kL)	3,125		

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.

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

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

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	26	36	30
Full-time equivalents	26	24	19

*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
Doctorate	
Masters	3
Graduate Diploma etc.*	3
Bachelor degree	19
Diploma	1
Certificate	

*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 2018 were 74,570.62

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)
- Early Childhood Leadership
- School Coach
- Leadership Coaching
- Induction to school and community
- Individual capacity building
- Teaching quality development Professional Learning Teams
- PBL Tier 1 Training

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.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 73% 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 P-10/P-12 schools was 89%.

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	71%	64%	57%
Attendance rate for Indigenous** students at this school	70%	64%	57%

* 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	69%	67%	69%
Year 1	75%	66%	72%
Year 2	82%	72%	69%
Year 3	75%	73%	66%
Year 6	78%	68%	58%

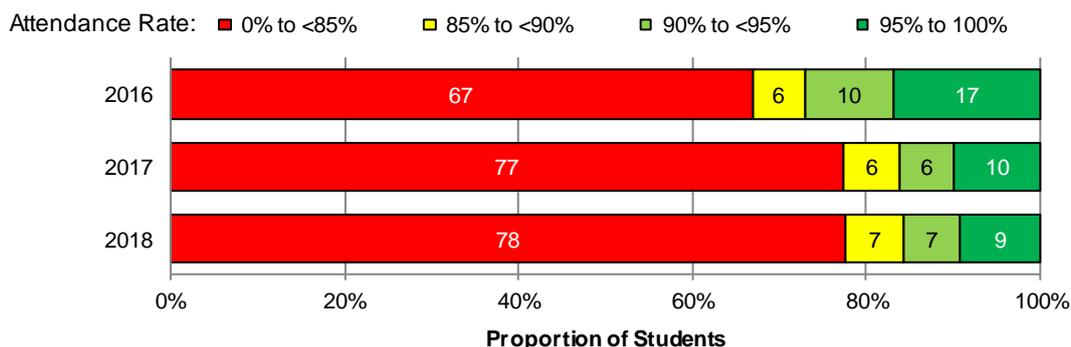
Year level	2016	2017	2018
Year 7	59%	57%	46%
Year 8	45%	31%	40%
Year 9	31%	36%	32%
Year 10	39%	35%	19%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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 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

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.