

Mornington Island State School

Queensland State School Reporting

2015 School Annual Report



Postal address	Lardil Street Mornington Island Gununa Wellesley Islands 4892
Phone	(07) 4747 9333
Fax	(07) 4745 7240
Email	principal@mornissclass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Principal

Principal's foreword

Mornington Island State School is a caring team of people engaged in learning every day.

Our school believes in 3 improvement drivers – Teaching Quality, Data Literacy, Effective Leadership.

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.

Mornington Island State School enjoys a strong partnership with Whitfield State School in Cairns. Our schools support one another in learning through leadership and teaching collaboration, shared improvement data discussions, coaching to improve teaching quality and an unrelenting commitment to improving the achievement of every student in our schools.

School progress towards its goals in 2015

The school focus as outlined in the Annual Operational Plan highlight Attendance, Literacy and Numeracy as key improvement elements, with specific focus on Reading

Improvement levels in many areas indicate performance at or above system requirements

The school has seen a marked improvement in literacy and numeracy results (A-E) across most year levels from Semester 1 2015 - 2016. Across all learning areas, 11% more students achieved an A to C result on their report card.

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.

This year saw our first student attend TecNQ to engage successfully in the Pre-apprenticeship program. As this partnership develops it is hoped these qualified graduates will return to Mornington Island to take up employment opportunities.

School Opinion Survey results indicate a general level of satisfaction from staff, parents and students.

Future outlook

Our school is focused on improving upon the recommendations of our School Improvement Team Report.

Our improvement plan is to –

1. Continuing our improvement in **teaching quality** through co-labouring and coaching
2. Continuing to **develop leaders and provide strong school leadership**
3. Develop our **data literacy** to determine next teaching

Mornington Island State School continues to develop and sharpen its focus on learning improvement in literacy and numeracy. Attendance is improving to approx. 80% as students genuinely engage in learning and 'see' their success. An Explicit teaching focus continues to provide a framework for learning 'jumps' for all students.

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 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 co-labouring and 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 at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	275	127	148	269	86%
2014	272	126	146	268	87%
2015	241	115	126	230	83%

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 2015, there were 33 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:

Mornington Island State School serve the Mornington Island local Lardil and Cardil 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 prep and the early years of learning program. With the advent of Year 7 moving to secondary school, our school sees over 70% 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 regularly travel to visit our students to ensure their opportunity is being maximized. Our students are ESL learners and as such require specific support to access the curriculum. As such the school provides a framework for ESL learning through a range of strategies and programs designed to support ESL learning. Unlike most schools, Mornington Island State School delivers 3 meals a day for *every student* as part of our commitment to student wellbeing and preparedness for learning.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	17	18	18
Year 4 – Year 7 Primary	17	18	22
Year 7 Secondary – Year 10	6	5	15
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.

School Disciplinary Absences

	Count of Incidents		
	2013	2014*	2015**
Disciplinary Absences			
Short Suspensions - 1 to 5 days	12	43	14
Long Suspensions - 6 to 20 days	4	0	1
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.

Curriculum delivery

Our approach to curriculum delivery

Learning Areas based on CSCs and the Australian Curriculum

EAD/L strategies to support students for whom English is their Second Language

Literacy with an ESL focus and numeracy are our core learnings

Cultural program support in partnership with whole of community

Partnership with other schools and training providers for our student learning

Extra curricula activities

School sport at local levels

Camps in preparation for post Year 6 options

'Show me the World' Tour

How Information and Communication Technologies are used to improve learning

For the first time in its history, Mornington Island State School has an on-site full time IT Support Officer.

The school wireless system is due for upgrade June 2016

Each classroom is equipped with the latest 65inch Touch Screen monitor for teaching and learning

Each classroom is equipped with computer access for students

Each classroom has access to iPads

Social Climate

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	90%	95%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this is a good school (S2035)	100%	95%	100%
their child likes being at this school (S2001)	90%	95%	100%
their child feels safe at this school (S2002)	76%	90%	100%
their child's learning needs are being met at this school (S2003)	100%	95%	89%
their child is making good progress at this school (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	95%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	95%	100%
teachers at this school motivate their child to learn (S2007)	100%	100%	89%
teachers at this school treat students fairly (S2008)	75%	75%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	95%	100%
this school works with them to support their child's learning (S2010)	90%	100%	100%
this school takes parents' opinions seriously (S2011)	90%	90%	100%
student behaviour is well managed at this school (S2012)	76%	75%	89%
this school looks for ways to improve (S2013)	100%	90%	100%
this school is well maintained (S2014)	90%	85%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	98%	87%
they like being at their school (S2036)	100%	98%	96%
they feel safe at their school (S2037)	92%	95%	89%
their teachers motivate them to learn (S2038)	98%	97%	88%
their teachers expect them to do their best (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	96%	97%	89%
teachers treat students fairly at their school (S2041)	96%	95%	80%
they can talk to their teachers about their concerns (S2042)	96%	97%	81%
their school takes students' opinions seriously (S2043)	82%	95%	75%
student behaviour is well managed at their school (S2044)	85%	88%	81%
their school looks for ways to improve (S2045)	98%	98%	85%
their school is well maintained (S2046)	92%	97%	84%
their school gives them opportunities to do interesting things (S2047)	94%	97%	80%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they receive useful feedback about their work at their school (S2071)	86%	95%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	89%	100%	88%
student behaviour is well managed at their school (S2074)	85%	95%	94%
staff are well supported at their school (S2075)	96%	100%	82%
their school takes staff opinions seriously (S2076)	96%	90%	71%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	82%	86%	71%
their school gives them opportunities to do interesting things (S2079)	89%	95%	88%

'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 (TAs) 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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	111,327	0
2013-2014	181,026	0
2014-2015	180,733	

*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.

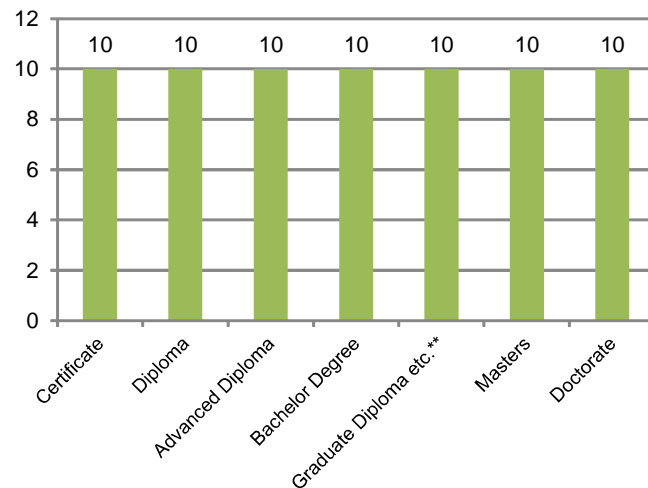
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	8	<5
Full-time equivalents	26	6	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
Total	70



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$123.400

The major professional development initiatives are as follows:

- Improving the quality of teaching
- Leadership
- Capacity Building
- Differentiation
- Wellbeing
- Behaviour Management
- Literacy
- Numeracy
- ESL

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 69% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	67%	74%	76%
The attendance rate for Indigenous students at this school (shown as a percentage).	66%	74%	75%

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 attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

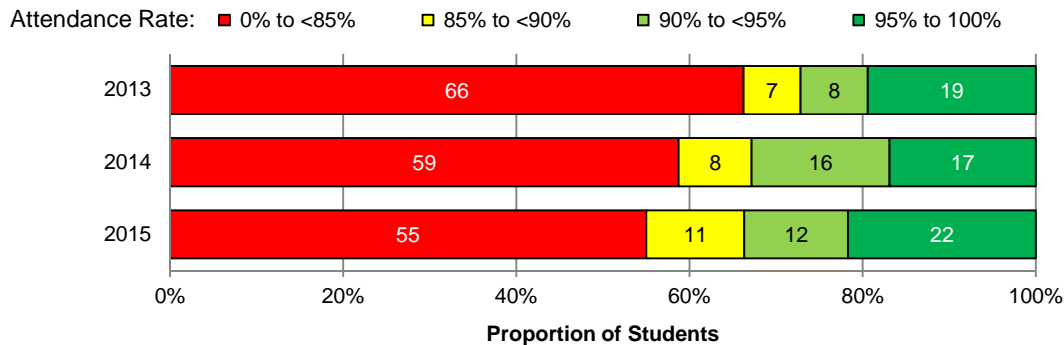
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	65%	76%	61%	76%	66%	83%	67%	66%	63%	50%	42%		
2014	79%	80%	82%	80%	81%	76%	78%	68%	55%	57%	42%		
2015	64%	85%	83%	84%	82%	82%	84%	73%	61%	32%	38%		

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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 13 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
- Strong 'Boarding' Program designed to promote student learning in every classroom toward the next learning destination

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

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Sector:

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SEARCH

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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.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10.

Students exiting Mornington Island State School in Year 10 further their education at another training facility. At present, the school has 3 student attending TecNQ in Townsville where they are participating in a pre-apprenticeship program.