



# Mornington Island State School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

Contact Information

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Postal address:	Lardil Street Mornington Island Gununa Wellesley Islands 4892
Phone:	(07) 4747 9333
Fax:	(07) 4745 7240
Email:	principal@morniclass.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Principal

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## School Overview

Mornington Island's school's vision is 'Thaldi Bana Merri (Come and Learn) COURAGE, CHOICE, CHALLENGE' 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. Our school believes in 3 improvement drivers – Attendance, Learning and Futures.

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 in learning improvement with State School in Cairns and Brisbane. 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.

## Principal's Foreward

### School Progress towards its goals in 2016

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 2016 - 2017. Across all learning areas, 16% more students achieved an A to C result on their report card in literacy and numeracy.

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 four students 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. 2016 saw 68 students attend offshore learning at boarding schools and Trade Training providers. 94% of these students are retained at these learning facilities.

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 develop and grow strong working and learning partnerships with offshore learning providers to maintain our 90%+ 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 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 continues to grow our partnership with Logan Teacher Education Centre of Excellence (TECE) to attract and recruit teachers to Mornington Island State School

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 10
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	272	126	146	268	87%
<b>2015*</b>	241	115	126	230	83%
<b>2016</b>	248	110	138	236	82%

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 2016, there were 20 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

### 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 Preprep and the early years of learning program. With the advent of Year 7 moving to secondary school, 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 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	18	17
Year 4 – Year 7	18	22	14
Year 8 – Year 10	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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Learning Areas based on Foundation Programs, C2Cs 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

### Co-curricular Activities

School sport at local, district, region, and state levels

Camps in preparation for post Year 6 options

'Show me the World' Tour

Cultural camps and excursions with community elders

### How Information and Communication Technologies are used to Assist 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

### 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	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that: their child is getting a good education at school (S2016)	95%	100%	95%
this is a good school (S2035)	95%	100%	100%
their child likes being at this school* (S2001)	95%	100%	95%
their child feels safe at this school* (S2002)	90%	100%	95%
their child's learning needs are being met at this school* (S2003)	95%	89%	95%
their child is making good progress at this school* (S2004)	100%	100%	89%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	94%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%	95%
teachers at this school motivate their child to learn* (S2007)	100%	89%	95%
teachers at this school treat students fairly* (S2008)	75%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	89%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	90%	100%	94%
student behaviour is well managed at this school* (S2012)	75%	89%	79%
this school looks for ways to improve* (S2013)	90%	100%	95%
this school is well maintained* (S2014)	85%	100%	89%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	87%	100%
they like being at their school* (S2036)	98%	96%	100%
they feel safe at their school* (S2037)	95%	89%	95%
their teachers motivate them to learn* (S2038)	97%	88%	100%
their teachers expect them to do their best* (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	89%	100%
teachers treat students fairly at their school* (S2041)	95%	80%	95%
they can talk to their teachers about their concerns* (S2042)	97%	81%	93%
their school takes students' opinions seriously* (S2043)	95%	75%	93%
student behaviour is well managed at their school* (S2044)	88%	81%	80%
their school looks for ways to improve* (S2045)	98%	85%	93%
their school is well maintained* (S2046)	97%	84%	95%
their school gives them opportunities to do interesting things* (S2047)	97%	80%	90%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	90%
they feel that their school is a safe place in which to work (S2070)	100%	94%	85%
they receive useful feedback about their work at their school (S2071)	95%	82%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	90%
students are treated fairly at their school (S2073)	100%	88%	100%
student behaviour is well managed at their school (S2074)	95%	94%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
staff are well supported at their school (S2075)	100%	82%	85%
their school takes staff opinions seriously (S2076)	90%	71%	75%
their school looks for ways to improve (S2077)	100%	100%	90%
their school is well maintained (S2078)	86%	71%	100%
their school gives them opportunities to do interesting things (S2079)	95%	88%	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

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.

The school has developed and implemented a program or programs that focus on appropriate, respectful 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	43	14	8
Long Suspensions – 6 to 20 days	0	1	0
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.

## 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
2013-2014	181,026	0
2014-2015	180,733	
2015-2016	186,382	3,125

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  
 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

**SEARCH**

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	29	16	<5
Full-time Equivalents	29	11	<5

#### 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.**	3
Bachelor degree	22
Diploma	
Certificate	



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

\*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 major professional development initiatives are as follows:

- Partnership with other schools (visits, collaborative planning, teaching and assessing)
- Choice Theory
- ATSIL Leadership Development (growing our own leaders)
- School Coach
- Leadership Coaching
- Induction to school and community
- Individual capacity building
- Teaching quality development

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	98%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 65% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

Description	STUDENT ATTENDANCE 2016		
	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	74%	76%	71%
The attendance rate for Indigenous students at this school (shown as a percentage).	74%	75%	70%

\*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 2016 for all Queensland P-10/P-12 schools was 90%.

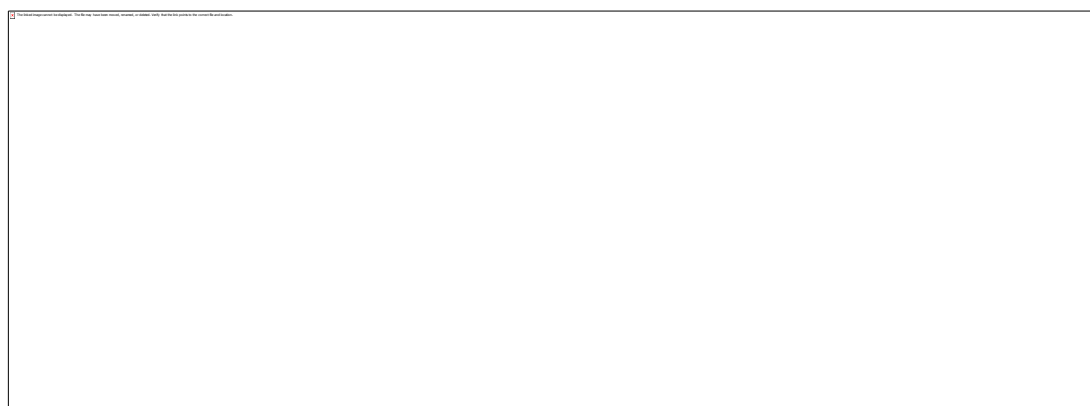
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	79%	80%	82%	80%	81%	76%	78%	68%	55%	57%	42%		
2015	64%	85%	83%	84%	82%	82%	84%	73%	61%	32%	38%		
2016	69%	75%	82%	75%	79%	75%	78%	59%	45%	31%	39%		

\*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 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.

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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.

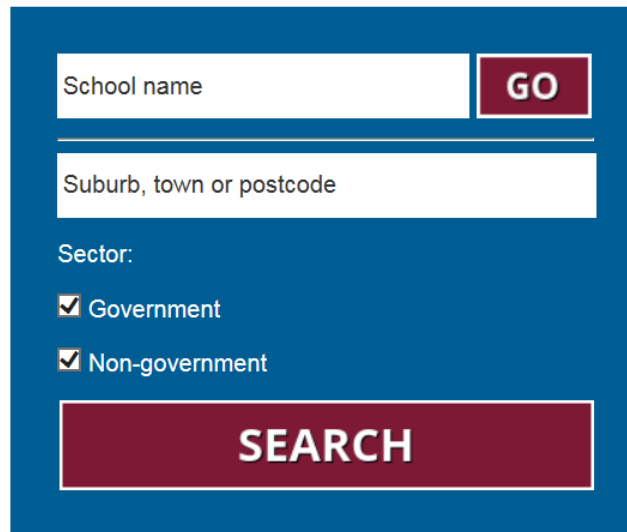
- School Attendance Team of 13 staff who actively seek students by driving the streets of Mornington Island to collect students (every morning)
- Staff communication with the Attendance Team on a daily basis to inform of students who have not arrived at class
- Attendance Team follow-up every absent 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

## 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/>.

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



The image shows a search form titled "Find a school" on a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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 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.

