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Principal's foreword

Introduction



The school's vision is Thaldi Bana Merri (Come and Learn) the concepts of COURAGE, CHOICE and CHALLENGE have 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 how to return to its homeland.

The school has adopted a range of strategies which collectively make up "The Morningside island Way", this guides the school and community in providing relevant and effective education that is safe, inviting and engaging. This report outlines our progress towards our strategic goals throughout 2011.

School progress towards its goals in 2011

The focus area, outlined in 2011 Annual Operation Plan continued to highlight literacy, numeracy and attendance. With a specific focus on Spelling and Reading.

The school's NAPLAN results were substantially below the national average but close to or above the performance of similar schools. Improvement levels in many areas indicated performance at or above system aspirations. 95% of year 3 students were above the National minimum Standard for reading.

The school has embarked on a School Wide Positive Behaviour Support journey which also reinforces our values, Challenge, Courage, Choice and Respect while developing appropriate skills for appropriate and productive behaviour.

Our productive partnership with external agencies, continued as we worked collaboratively towards improving attendance at Morningside Island State School. Attendance was slightly down on 2011 finishing the year at 70% overall.

Future outlook

Build meaningful school / community partnerships and increase family engagement in the education process

Improve Literacy and Numeracy achievement Outcomes (Continued Focus on Reading, spelling with an emphasis on explicit teaching and differential teaching / learning processes. Staff development in preparation for the introduction of YuMi Deadly Maths across all year levels as a vehicle for engaging and improving numeracy outcomes)

Continue to develop staff / school capacity to improve and maintain student outcomes.

Team training and community consultation for introduction of School Wide Positive Behaviour support to facilitate increased student engagement, health, school preparedness (Early Years), social skills and a supportive school environment.

Maintain and Improve student attendance

Continue working with a range of agencies to support student wellbeing.

Support staff Wellbeing.

School Profile

Record:Coeducational or single sex: **Coeducational**Year levels offered: **Pre-Prep - Year 10**

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
279	123	156	85%

Characteristics of the student body:



Mornington Island State School enrolments continue to grow especially in the Early Phase of Learning, as more Pre prep students and Prep students attend school. Attendance in these years facilitates a successful start in Year 1, whereby basic reading, writing and number skills can be mastered at an early age.

Mornington Island retains a strong link to its Aboriginal culture and heritage. The school strongly supports the community in this regard and traditional Aboriginal Language and Culture are an important part of the curriculum. The school's traditional student dancers are in high demand to perform at a variety of community events and school functions.

Our students are ESL learners and as such require specific support to effectively access the curriculum. The school is a "Language Leaders" school which provides a framework to support English as a Second Language students.

As a P-10 campus Mornington Island State School works hard to provide a seamless pathway from Pre Prep through to year 10 and beyond in a supportive learning environment.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	19.7
Year 4 – Year 10	18.6
Year 11 – Year 12	
All Classes	19.3

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	7
Long Suspensions - 6 to 20 days	1
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings



Our distinctive curriculum offerings:

Key Learning Area based on C2C and Australian Curriculum.

Literacy with ESL focus and Numeracy are our core business.

Traditional dance and Language classes taught by community elders, once a week

“Linking Industry To Enhance Community Program”, provides work experience, and work placement for year 8-10 students.

Extra curricula



School sport at local, regional and state level

Traditional dance

Traditional Culture and language

Music

How Information and Communication Technologies are used to assist learning

Each classroom contains some computers. We also have computers in the library and a computer lab, which contains 22 computers. Classes can also book the computer lab in order to facilitate whole of class ICT activities.

A number of classrooms also contain an interactive white board, which teachers utilize to enrich student's learning experiences. The school continues working towards improving our ICT infrastructure and staff skill with teachers working towards integrating ICT across the curriculum.

Future plans include a significant investment in mobile learning technology to help engage students, differentiate learning experiences and improve learning outcomes.

Social climate



At Mornington Island we consistently work towards maintaining a positive, safe and supportive environment where our school is valued and the community is engaged in the education process. As we move towards developing and implementing the School Wide Positive Behaviour Support processes in our school, programs such as our social and emotional support program “Deadly Minds” will be evaluated to ensure that it continues to facilitate a positive, safe and supportive learning environment for all staff and students.

Parent, student and teacher satisfaction with the school

In the 2011 School Opinion Survey results indicated a decrease in satisfaction from parents and students. Approximately half of the staff were satisfied with morale and their access to professional development in order to effectively perform their role. The school has worked hard to increase satisfaction in all areas of the school opinion survey and to raise the level of understanding of the survey process. A comprehensive staff induction process has been developed and implemented to support new staff at the school and a staff wellbeing program now operates within the school.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	64%
Percentage of parents/caregivers satisfied with their child's school	63%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	45%
Percentage of staff members satisfied with morale in the school	46%

Involving parents in their child's education

Increasing parent engagement and participation in their children's learning is an ongoing challenge for our school. The Mornington Island Parent and Citizen Committee operated sporadically throughout the year with meetings held at various intervals. Other strategies used throughout the year in an attempt to help involve parents in their child's education included; School Newsletters and School magazines, Open days, NAIDOC Week celebrations, Meet and Greet sausage sizzle, Concerts and Awards nights, Culture Evenings, Walk to school day, Sports days, School Fete, Anzac Ceremony, Home Visits.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Mornington Island State School attempts to reduce its carbon footprint. Staff and students are encouraged to make more efficient use of air conditioning which accounts for a considerable amount of power usage during the hot wet season. Lights are also used with care and an understanding that they need to be turned off when not in use. Printing and the use of electronic media have helped limit the use of paper throughout the school.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	143,396	0
2010	202,628	6,875
% change 10 - 11	-29%	-100%

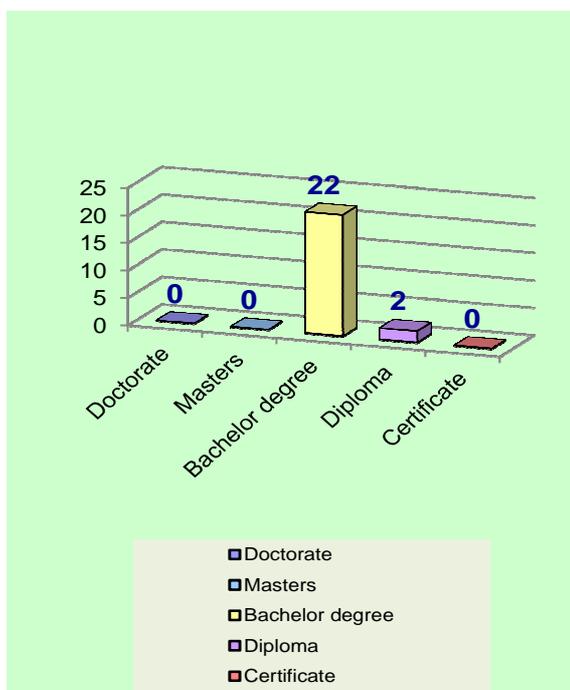
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	24	6	6
Full-time equivalents	24	5	5

Qualifications of all teachers .

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	22
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$44 755.

The major professional development initiatives are as follows:

ICT
The Learning Place
OneSchool
First Steps in Number
Leadership
Assessment and reporting
Behaviour Management
English as a Second language
Science
Indigenous education

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 67% of staff was retained by the school for the entire 2011 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

Search by school name

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

In this section delete those tables and paragraphs that are not applicable to your school, or simply enter 'N/A'. Information published in the tables below must maintain the privacy of individual students. For cohort sizes less than five it may be difficult to report certain information and maintain student privacy. More information on privacy requirements is contained in Section 2 of the guidelines for the Annual Reporting Policy for all Queensland Schools. Where privacy concerns are evident, principals need to inform their P & C Association and replace the tabular information below with narrative or descriptive comment in each of the categories.

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 70%.

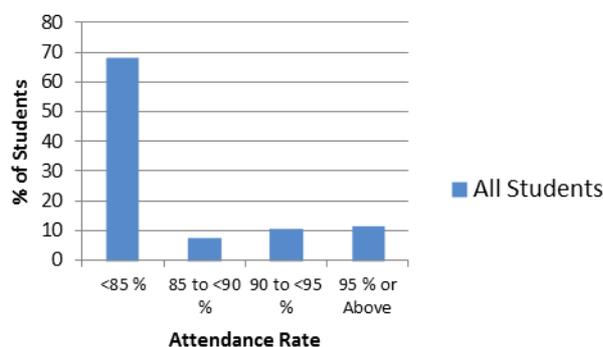
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
71%	72%	73%	73%	80%	76%	69%	63%	58%	54%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Mornington Island State School has a strong approach towards attendance. Every day counts at Mornington Island State School and various strategies are implemented by the school including:

Walk to school days, Open classrooms, School and PYZ bus pickups, Attendance rewards, home visits, cultural programs, nutrition program, Flexible pathways and alternative programs, close monitoring of students attendance at all times and case management where necessary.

The school was part of the Queensland Government strategy which involved working collaboratively with the Commonwealth Government to trial a scheme designed to assist schools and principals to manage student absenteeism. The initiative, Improving School Enrolment and Attendance Through Welfare Reform measure (SEAM) ties the payment of certain Centrelink benefits to the enrolment and attendance of compulsory school-aged children.

It is hoped that "Parents Supporting Learning" (Parent and Community Engagement (PaCE) program with a focus on attendance) will be launched in late 2012.

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/>.

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Achievement – Closing the Gap

During 2011 Mornington Island State School had an overall enrolment of 303 students including 4 Non-Indigenous students.

Attendance: Student attendance rates from 2008 to 2011 indicate an increase of 14% for Indigenous students from 56% to 70%, while the rate of attendance of non-Indigenous students has remained constant at around 98%.

Attainment: NAPLAN Mean Scale Scores comparing 2008 and 2011 data indicates a steady closing of the gap between the scores of our students and the national average student score. The school still has a considerable distance to travel in order to demonstrate consistent results which are comparable to national standards and will continue striving to close the gap.

