

Mornington Island State School (0291)  
 Queensland State School Reporting  
 2012 School Annual Report



**Mornington Island  
 State School**



Thaldi Bana Merri

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Contact Person	Principal

## Principal's foreword

### Introduction

The school's emblem of the turtle represents the need for courage to make choices, and learn from each challenge, but to never forget where one comes from and how to return to homeland.

The school has adopted a range of strategies which collectively make up "The Mornington island Way", this guides the school and community in providing relevant and effective education that is safe, inviting and engaging. The school is currently engaged in a process of cultural change where by the school is driven by an embedded ethos of high expectations to fulfil the needs and aspirations of the community.

This report outlines our progress towards our strategic goals throughout 2012 and ensuring that the school vision of Thaldi Bana Merri (Come and Learn) along with the concepts of COURAGE, CHOICE,

CHALLENGE and RESPECT is alive and functional within our community.



# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2012

The focus area, outlined in 2012 Annual Operation Plan continued to highlight Attendance, literacy, numeracy. 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.

The school has embarked on a School Wide Positive Behaviour Support journey with a launch date mid to late 2013.

Our productive partnership with external agencies, continued as we worked collaboratively towards improving attendance at Mornington Island State School. In particular our partnership with PCYC was instrumental in attendance rising to 5% above 2011, finishing the year at 75% overall.

School Opinion Survey results indicated a significant increase in satisfaction levels from staff, students and parents.

### Future outlook

Continue to build meaningful school / community partnerships and increase family engagement in their children's education. Successful implementation of Parents Supporting Learners Program to support attendance and engagement.

Continue to improve Literacy and Numeracy achievement Outcomes.

Develop and implement Pedagogical Framework to support embedded curriculum programs.

Staff development in preparation for the introduction of YuMi Deadly Maths across all year levels as a vehicle for engaging and improving numeracy outcomes in 2013

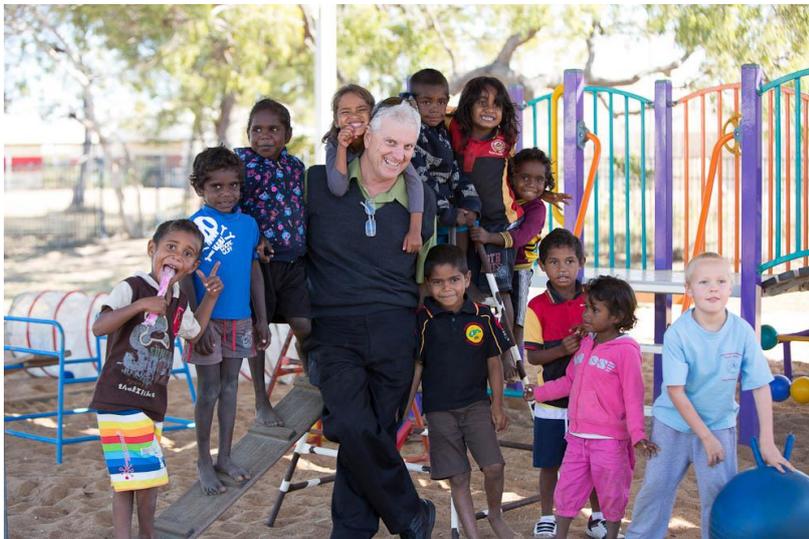
Continued to develop staff / school capacity to improve and maintain student outcomes through focused PD opportunities.

Embed School Wide Positive Behaviour program 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.

Staff Wellbeing team supported and promoted staff wellbeing and morale.



# Our school at a glance

## School Profile

### Record:

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Pre-Prep - Year 10

### Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	237	105	132	88%
2011	279	123	156	85%
2012	274	120	154	87%

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



### 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

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	17	20	17
Year 4 – Year 10	7	19	12

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
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## Our school at a glance

	2010	2011	2012
Short Suspensions - 1 to 5 days		7	3
Long Suspensions - 6 to 20 days		1	1
Exclusions		0	0
Cancellations of Enrolment		0	0

### Curriculum offerings

#### Our distinctive curriculum offerings.

Key Learning Areas based on C2C and Australian Curriculum.

Literacy with ESL focus and Numeracy are our core business.

YUMI Deadly Maths in collaboration with QTU

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 activities

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.

Most 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. This includes iPads, handheld scanners, digital cameras, video cameras.

Sound amplifications systems are installed in all teaching spaces to support the 80% of students who have some degree of hearing loss.

### 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.

The implementation of School Wide Positive Behaviour Support processes in our school will further facilitate a positive, safe and supportive learning environment for all staff and students.

The school employs the services of a consultant in term one to enhance the return to school experience for all students and staff as they settle into a new year of learning at Mornington Island State School.

## Parent, student and staff satisfaction with the school

In the 2012 School Opinion Survey results indicated an increase in satisfaction from parents and students. Overall parent satisfaction levels rose from 72% to 89%.

Approximately 92% of the staff were satisfied with morale and 82% with their access to professional development in order to effectively perform their role. The school has continued to work 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 was implemented to support new staff at the school and a staff wellbeing program effectively operated within the school.



# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	81.3%
this is a good school	93.3%
their child likes being at this school*	81.3%
their child feels safe at this school*	68.8%
their child's learning needs are being met at this school*	87.5%
their child is making good progress at this school*	81.3%
teachers at this school expect their child to do his or her best*	81.3%
teachers at this school provide their child with useful feedback about his or her school work*	80.0%
teachers at this school motivate their child to learn*	87.5%
teachers at this school treat students fairly*	75.0%
they can talk to their child's teachers about their concerns*	87.5%
this school works with them to support their child's learning*	87.5%
this school takes parents' opinions seriously*	81.3%
student behaviour is well managed at this school*	73.3%
this school looks for ways to improve*	86.7%
this school is well maintained*	66.7%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	92.3%
they like being at their school*	79.5%
they feel safe at their school*	76.9%
their teachers motivate them to learn*	92.3%
their teachers expect them to do their best*	94.9%
their teachers provide them with useful feedback about their school work*	92.1%
teachers treat students fairly at their school*	84.6%
they can talk to their teachers about their concerns*	84.6%
their school takes students' opinions seriously*	84.6%

# Our school at a glance

student behaviour is well managed at their school*	60.5%
their school looks for ways to improve*	91.9%
their school is well maintained*	87.2%
their school gives them opportunities to do interesting things*	94.9%

## Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	83.3%
with the individual staff morale items	100.0%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.



# Our school at a glance

## Involving parents in their child's education

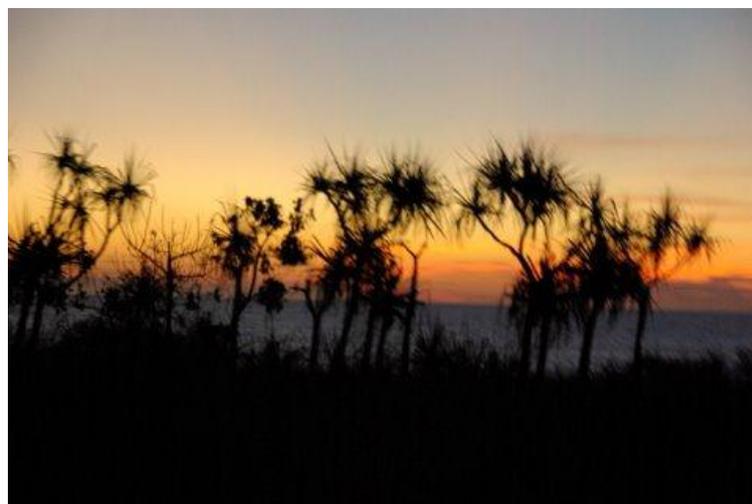
The Mornington Island Parent and Citizen Committee operated sporadically throughout the year with meetings held at various intervals. Other strategies used throughout the year in an attempt to help involve parents in their child's education included; School Newsletters and School magazines, Open days, 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

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 continue to limit the use of paper throughout the school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	202,628	6,875
2010-2011	143,396	0
2011-2012	267,088	12,500



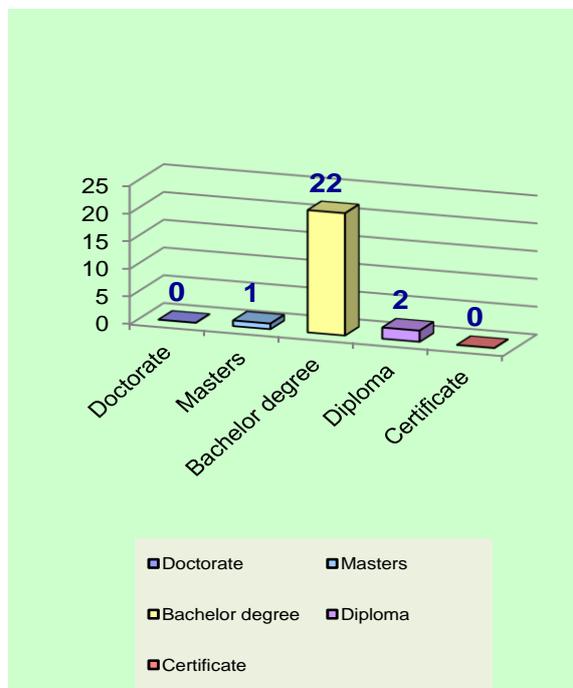
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	25	3	5
Full-time equivalents	24.9	2.5	4.2

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Bachelor degree	22
Diploma	2
Certificate	



# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$71447.00

The major professional development initiatives are as follows:

- OneSchool
- Leadership
- Numeracy
- Differentiation
- Wellbeing
- Assessment and reporting
- Behaviour Management
- English as a Second language
- Indigenous education



The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

### Average staff attendance

	2010	2011	2012
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Staff attendance for permanent and temporary staff and school leaders.	96.6%	96.9%	97.1%
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## Proportion of staff retained from the previous school year

From the end of the previous school year, 79.9% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	76%	70%	75%
The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.			

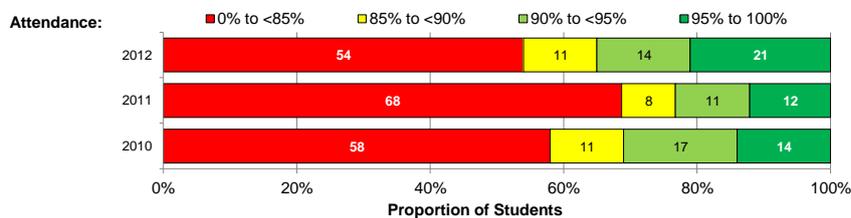
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2010	71%	78%	75%	86%	80%	76%	79%	77%	80%	58%
2011	71%	72%	73%	73%	80%	76%	69%	63%	58%	54%
2012	71%	80%	73%	82%	72%	82%	80%	77%	68%	63%

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 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 PYCY 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.

It is hoped that "Parents Supporting Learning" ( Parent and Community Engagement (PaCE) program will work with the community to facilitate improved attendance and increase parent engagement in the education process.

Rolls are marked electronically everyday using the OneSchool Application. Class teachers follow up on students absent for 3 consecutive days by going out into the community and discussing with families how the school might support their child to attend school regularly. Continued absences are then followed up by admin and / or community representatives attached to the PCYC according to school and departmental policy.

# Performance of our students

## 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 2012 Mornington Island State School had an overall enrolment of 311 students including 5 Non-Indigenous students.

*Attendance:* Student attendance rates from 2008 to 2012 indicate an increase of 19% for Indigenous students from 56% to 75%, while the rate of attendance of non-Indigenous students has remained constant at around 90%.



*Attainment:* NAPLAN Mean Scale Scores comparing 2008 and 2012 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.