

Mornington Island State School

Queensland State School Reporting

2013 School Annual Report



Mornington Island State School



Thaldi Bana Merri

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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 2013 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.



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2012 School Annual Report



School progress towards its goals in 2013

The focus area, outlined in 2013 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.

We continued to work hard every day on attendance and while there were some significant individual and family success stories, unfortunately overall attendance for the year fell to 66%. School Opinion Survey results indicated a general level of satisfaction from staff, students and parents.

Future outlook

Future plans will remain similar over the next 12 months:

Continue to build meaningful school / community partnerships and increase family engagement in their children's education. Successful implementation of Remote Schools Attendance Strategy to support attendance and engagement.

Continue to improve Literacy and Numeracy achievement Outcomes with a sharp focus on Reading. Implement Pedagogical Framework to support embedded curriculum programs.

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 promote and facilitate maintenance of staff wellbeing and morale.



School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Preschool - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	279	123	156	85%
2012	274	120	154	87%
2013	275	127	148	86%

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 proudly 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. In 2014 and beyond our school will develop a distinct identity for our Junior Secondary cohort where students have all the advantages of a seamless transition into high school with programs that cater for their unique needs.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	20	17	17
Year 4 – Year 7 Primary	19	20	17
Year 7 Secondary – Year 10		10	6
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	7	3	12
Long Suspensions - 6 to 20 days	1	1	4
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Key Learning Areas based on C2C and Australian Curriculum.

EAL/D strategies to support students for whom English is not their first language

Literacy with ESL focus and Numeracy are our core business.

YUMI Deadly Maths in collaboration with QTU

Traditional dance 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

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 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.

Sound amplification 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 embedding of School Wide Positive Behaviour Support processes in our school will continue to 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 2013 School Opinion Survey results indicated increase in satisfaction from parents and students and staff. Of particular note:

100% of parents / caregivers surveyed indicated:

- that this is a good school
- their child's learning needs are being met at this school
- their child is making good progress at this school
- teachers at this school motivate their child to learn
- they can talk to their child's teachers about their concerns
- this school looks for ways to improve

100% of staff surveyed indicated:

- they like being at their school

100% of staff indicated:

- they enjoy working at their school
- students are encouraged to do their best at their school
- their school looks for ways to improve



Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	81%	90%
this is a good school (S2035)	93%	100%
their child likes being at this school* (S2001)	81%	90%
their child feels safe at this school* (S2002)	69%	76%
their child's learning needs are being met at this school* (S2003)	88%	100%
their child is making good progress at this school* (S2004)	81%	100%
teachers at this school expect their child to do his or her best* (S2005)	81%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	90%
teachers at this school motivate their child to learn* (S2007)	88%	100%
teachers at this school treat students fairly* (S2008)	75%	75%
they can talk to their child's teachers about their concerns* (S2009)	88%	100%
this school works with them to support their child's learning* (S2010)	88%	90%
this school takes parents' opinions seriously* (S2011)	81%	90%
student behaviour is well managed at this school* (S2012)	73%	76%
this school looks for ways to improve* (S2013)	87%	100%
this school is well maintained* (S2014)	67%	90%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	96%
they like being at their school* (S2036)	79%	100%
they feel safe at their school* (S2037)	77%	92%
their teachers motivate them to learn* (S2038)	92%	98%
their teachers expect them to do their best* (S2039)	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%
teachers treat students fairly at their school* (S2041)	85%	96%
they can talk to their teachers about their concerns* (S2042)	85%	96%
their school takes students' opinions seriously* (S2043)	85%	82%
student behaviour is well managed at their school* (S2044)	61%	85%
their school looks for ways to improve* (S2045)	92%	98%
their school is well maintained* (S2046)	87%	92%
their school gives them opportunities to do interesting things* (S2047)	95%	94%

Our school at a glance

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	96%
they receive useful feedback about their work at their school (S2071)	86%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	89%
student behaviour is well managed at their school (S2074)	85%
staff are well supported at their school (S2075)	96%
their school takes staff opinions seriously (S2076)	96%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	82%
their school gives them opportunities to do interesting things (S2079)	89%

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.



Involving parents in their child's education

The school has been unable to form a P&C Association during 2013. The school used a number of forums and strategies in an attempt to engage community including, family grouping, informal meetings and community service providers

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 sizzles, Concerts and Awards nights, Culture Evenings, Walk to school day, Sports days, Anzac Ceremony, Home Visits. Service Providers Forums.

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
2010-2011	143,396	0
2011-2012	267,088	12,500
2012-2013	111,327	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

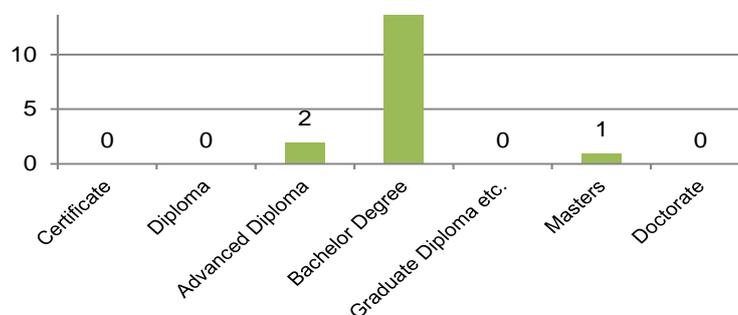
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	26	4	<5
Full-time equivalents	26	4	<5

Qualifications of all teachers

Advanced Diploma	2
Bachelor Degree	23
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	26



* 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 2013 were \$91 575

The major professional development initiatives for 2013 were as follows:

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

Our staff profile

Indigenous education

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	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 2013 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

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

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	70%	75%	67%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

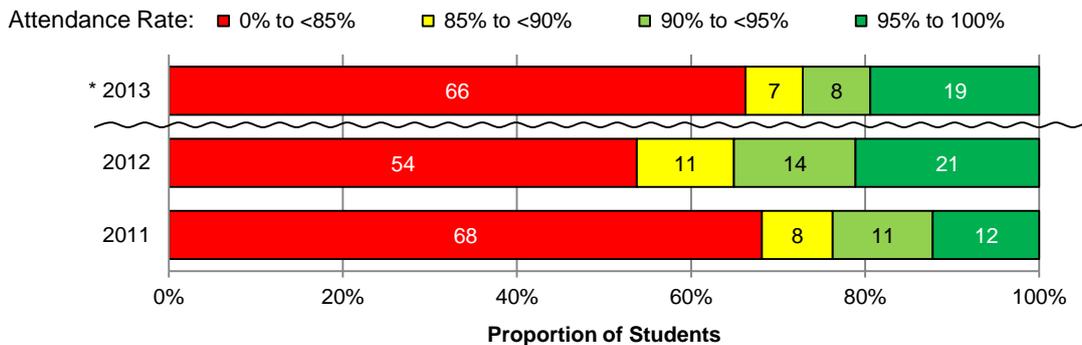
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	71%	72%	73%	73%	80%	76%	69%	63%	58%	54%		
2012	71%	80%	73%	82%	72%	82%	80%	77%	68%	63%		
2013	76%	61%	76%	66%	83%	67%	66%	63%	50%	42%		

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

The school's "Parents Supporting Learning" (Parent and Community Engagement (PaCE) program operated within the community during 2013 to facilitate improved attendance and increase parent engagement in the education process. This program will be replaced by the Remote School's Attendance Strategy in 2014.

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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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap



During 2013 Mornington Island State School had an overall enrolment of 309 students including 7 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 96%. Attendance rate for Indigenous students dropped from 75% in 2012 to 66% in 2013.

Attainment: NAPLAN Mean Scale Scores comparing 2008 and 2013 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.

Performance of our students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 leavers information

As a P-10 school we are currently unable to cater for Mornington Island students beyond year 10. Students currently leave the Island to attend boarding school on the mainland, commence employment or training or remain disengaged in the community.

Future plans include case management of all secondary students along pathways identified collaboratively between students, families, school and other agencies. The option of providing a year 11 and 12 pathway will also be investigated.

