



Mount Morgan Central State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

| | |
|-----------------|---|
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School Overview

Mt Morgan Central State School is located in the Capricornia Region, 40km South West of Rockhampton and services the communities of Mt Morgan and surrounding areas. The school was established in 1887 and is heritage listed. The classrooms are traditional, single spaced teaching areas. A new cement block was constructed in 1994 and features 2 double teaching spaces. A new Prep building has been built for the start of the 2007 year on the school site, where previously the pre-school had a different campus. The school offers all curriculum areas with the extra-curricular activity of sport on Fridays in Rockhampton. The LOTE language is Japanese and is offered to students as a choice. Specialist teachers of Phys-Ed, Music and Learning support teachers are based at Mount Morgan Central. The school offers breakfast five days a week free of charge to the attending students and our Chaplain visits once a week. Support personnel are accessed from the Rockhampton District Office. Our co-educational school has an enrolment of approximately 42 students in Prep and 240 in Years 1 to 7. Around 25% of the student population are of Aboriginal and Islander descent.

Principal's Forward

Introduction

School Progress towards its goals in 2016

Significant improvement and progress has been achieved at Mount Morgan Central State School in 2016. Whole school attendance and a consistent whole school numeracy program, were the improvement agendas.

In regards to attendance, the school made a full year improvement of 3.8%, achieving a percentage of 91%. This was achieved through a sharp and narrow focus on students who were attending less than 85% and assigning these students with a case management officer. The school continues to maintain this as a priority area in 2017.

The school has made significant impact on the teaching of mathematics, with a whole school consistency to practice. This area also remains a focus for 2017.

Future Outlook

In 2017, the school will add an additional focus of Reading, especially in the early years. This agenda will be supported through the online "Teaching of Reading" module and a professional learning community of support, to develop the understanding and capability of staff.

Our School at a Glance

School Profile

| | |
|--|--------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2016: | Prep Year - Year 6 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| 2014 | 216 | 113 | 103 | 63 | 82% |
| 2015* | 189 | 99 | 90 | 55 | 85% |
| 2016 | 202 | 101 | 101 | 65 | 89% |

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 no 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

Mount Morgan Central State School (*student pop: 200*) and Mount Morgan State High (*student pop: 200*), both heritage listed, are the only schools located in Mount Morgan, a town boasting immense historical significance. In 2012, the primary school celebrated 125 years of public education; the high school its centenary.

Mount Morgan (*pop: 2500*), located in the heart of Central Queensland some forty kilometres south west of Rockhampton, has a rich appreciation of Aboriginal and Torres Strait Islander culture. The traditional owners are the Gangulu people. Approximately one third of the student population identify as Indigenous.

The staffs of both schools are dedicated and passionate professionals who provide comprehensive support for students in their academic, social, sporting and cultural pursuits. School Wide Positive Behaviour Support programs operate across both the primary and high schools, further enhancing the educational climate for learners.

Mount Morgan Central and Mount Morgan State High are committed to the vision of establishing One Educational Precinct for this community; one that provides a high quality, individualised education for every young person from birth to work or tertiary learning. We recognise a strong pedagogical connection, aligned behaviour (SWPBS) and attendance processes will enhance the transition of students from primary to high school. To complement this, both schools are committed to enhancing the relationship and partnership with other local agencies including the Mount Morgan Child and Family Support Hub and the Aboriginal and Torres Strait Islander Community.

Both schools are united in their goal of developing public confidence. Increased representation in higher bands in NAPLAN results is also our objective as is providing high quality pathways during, prior to, and beyond school. Student improvement and achievement in literacy and numeracy, student engagement (including maximising attendance and minimising disciplinary absences) and ensuring our teachers and staff are highly skilled, are central to decision making. We are determined to ensure that all geographical and social barriers are overcome in order to achieve these objectives and that the primary and high schools of Mount Morgan are the preferred educational providers for all members of the community.

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 | 20 | 23 | 24 |
| Year 4 – Year 7 | 24 | 29 | 24 |
| Year 8 – Year 10 | | | |
| 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

In addition to the delivery of a quality curriculum, Mount Morgan Central provides the following distinctive offerings for students:

- Quality Literacy and Numeracy blocks enhanced through the use of daily Explicit Instruction as the signature pedagogy.
- Innovative and engaging project based classroom units.
- Comprehensive Intervention Programs for students in Year Two to Six in Reading and Spelling.
- B4 Learner Program for children of Pre-Prep age.
- Strategic support programs for Social and Emotional Development including Solving the Jigsaw, Rock and Water, Limitless and Shine for Girls.
- Speech Language Support through programs developed by Advisory Visiting Teacher.
- Celebrations of Indigenous Cultures throughout the year including NAIDOC Week and Sorry Day.
- Off Site Student Leadership Programs.
- Quality sporting programs which includes participation in Rockhampton Primary School Competitions.

Co-curricular Activities

- Instrumental Music Program: Offered for students in year 4-6.
- Indigenous Culture: Experiences in indigenous art, music and dance.
- Community Involvement: May Day Weekend Activities, ANZAC Day, Mt Morgan Show.
- After School Sports Program (Active Communities).
- School Community Under Eights Celebration.

How Information and Communication Technologies are used to Assist Learning

The Mount Morgan Central School Community sees the effective use of Information and Communication Technologies (ICTs) as an integral part of the Teaching and Learning Process. Some strategies used to enhance the use of ICTs include:

- Inclusion of ICTs in all classroom unit planning.
- Interactive Whiteboards in all classrooms and Resource Centre.
- Dedicated computer lab to service twenty eight students at a time.
- Online resources used by students to complement classroom learning.
- Digital and video cameras utilised by teachers and students.
- School staff access online materials for professional development and curriculum development.
- Assisting in the engagement of 'at risk' students, including those on modified programs and modified timetables.
- Enhancing speech language support.
- ICT Technician employed to prioritise and action school requirements.
- Classroom access to iPads.

Social Climate

Overview

Mount Morgan Central's Responsible Behaviour Plan is underpinned by an embedded School Wide Positive Behaviour Support Program. Students are rewarded for demonstrating the school rules daily, weekly and at twenty, thirty and forty day intervals. At weekly parades, students are reminded to Be Responsible, Be Safe and Be Respectful and to come to school every day. Recognising student achievement and celebrating appropriate student behaviour with prizes and experiences are a major element of weekly parades and provide excellent incentives for students.

The school has a strong reputation for catering for student diversity including support for students at educational and behavioural risk. A proactive and passionate Social Justice Team which includes school based staff, Guidance Officer and Regional Behaviour Team Representative, coordinate appropriate intervention and support for these students, and at times, their families. The School Chaplain provides pastoral care. Counselling is provided, where appropriate, through the Guidance Officer and other agencies including Relationships Australia and Red Cross. A breakfast club runs daily.

Students are taught to "Do the Five" in response to bullying behaviour. This is further supported by our school's Anti-Bullying Charter. The school is also a signatory of the Alliance Against Violence. Clear actions for dealing with Bullying and Violence are made clear in our Responsible Behaviour Plan.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016) | 93% | 100% | 100% |
| this is a good school (S2035) | 100% | 100% | 100% |
| their child likes being at this school* (S2001) | 100% | 100% | 100% |
| their child feels safe at this school* (S2002) | 100% | 86% | 100% |
| their child's learning needs are being met at this school* (S2003) | 93% | 100% | 100% |
| their child is making good progress at this school* (S2004) | 93% | 100% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 85% | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 86% | 100% |
| teachers at this school treat students fairly* (S2008) | 92% | 86% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | 93% | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 93% | 100% | 100% |
| this school takes parents' opinions seriously* (S2011) | 92% | 86% | 100% |
| student behaviour is well managed at this school* (S2012) | 86% | 86% | 100% |
| this school looks for ways to improve* (S2013) | 100% | 86% | 100% |
| this school is well maintained* (S2014) | 86% | 100% | 85% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 90% | 97% | 94% |
| they like being at their school* (S2036) | 97% | 95% | 94% |
| they feel safe at their school* (S2037) | 91% | 95% | 96% |
| their teachers motivate them to learn* (S2038) | 100% | 96% | 95% |
| their teachers expect them to do their best* (S2039) | 100% | 99% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 89% | 99% | 97% |
| teachers treat students fairly at their school* (S2041) | 88% | 94% | 92% |
| they can talk to their teachers about their concerns* (S2042) | 83% | 91% | 92% |
| their school takes students' opinions seriously* (S2043) | 86% | 94% | 93% |
| student behaviour is well managed at their school* (S2044) | 76% | 92% | 88% |
| their school looks for ways to improve* (S2045) | 94% | 97% | 99% |
| their school is well maintained* (S2046) | 96% | 96% | 96% |
| their school gives them opportunities to do interesting things* (S2047) | 90% | 95% | 96% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 100% | 100% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 100% | 100% | 94% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 100% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 100% | 100% | 94% |
| staff are well supported at their school (S2075) | 100% | 100% | 94% |
| their school takes staff opinions seriously (S2076) | 100% | 100% | 100% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 94% |

* 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

Mount Morgan Central acknowledges that positive parental partnerships are foundational for successful student outcomes. Improving public confidence is a high priority of the school.

The School P&C continues to wholeheartedly support school initiatives and direction through finances and in kind. Parental involvement in school life includes participation and partnership in:

- Decision making forums;
- Class and school excursions and sporting events;
- Learning Celebrations and special events.
- Classroom teaching and learning programs.

Several staff, parents and community members are involved in our Indigenous Steering Committee which assists in planning for the progression of our Indigenous and Closing the Gap agenda.

Around two thirds of our parents attend Parent Teacher Interviews at the end of term one. Significant numbers also attend Friday sport, particularly finals.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school uses the Positive Behaviour Support program to implement and monitor a clear process for respectful behaviours. In its eighth year of implementation, the program utilizes the four "Heroes", Responsible Rex, Safe Sam, Respectful Rosie and Academic Anna to drive and reinforce the positive relationships message.

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 | 44 | 26 | 19 |
| Long Suspensions – 6 to 20 days | 0 | 0 | 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

Solar panels, recycling projects and localized sustainability projects all assist in reducing the school's environmental footprint.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 111,764 | 689 |
| 2014-2015 | 109,696 | 448 |
| 2015-2016 | | |

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 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

Sector:

Government

Non-government

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 | 17 | 12 | <5 |
| Full-time Equivalents | 14 | 9 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 0 |
| Graduate Diploma etc.** | 0 |
| Bachelor degree | 12 |
| Diploma | 5 |
| Certificate | 0 |

*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 total funds expended on teacher professional development in 2016 were \$ 12 500.

The major professional development initiatives are as follows:

Professional Learning communities

Peer mentoring

Collaboration with other high performing schools

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

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 96% | 97% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% 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:

| STUDENT ATTENDANCE 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 88% | 88% | 91% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 88% | 91% | 91% |

*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 Primary schools was 93%.

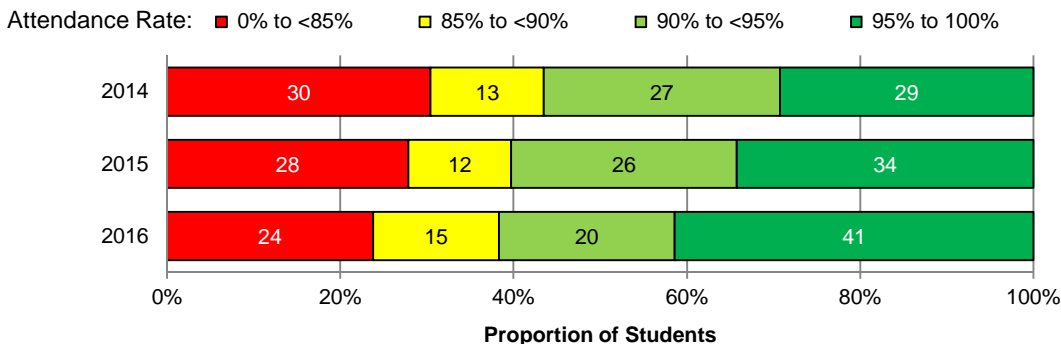
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | 89% | 90% | 80% | 90% | 87% | 89% | 86% | 90% | | | | | |
| 2015 | 88% | 88% | 90% | 82% | 92% | 88% | 88% | | | | | | |
| 2016 | 92% | 88% | 93% | 92% | 87% | 92% | 90% | | | | | | |

*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.

At Mount Morgan Central, weekly attendance reports are compiled by the Administration Officer and forwarded to the principal. These are based on the daily entries of class teachers. Class rolls are marked twice a day (9:30am and 2:30pm). Classes achieving targets are acknowledged on parade and classes achieving the best weekly attendance receive a trophy. Students with <80% attendance are case managed by the Social Justice Team. The Chaplain plays an important part in the processes for students with chronic absenteeism. Students with 100% annual attendance are recognised at our Annual Awards Ceremony.

Our Positive School Wide Behaviour Support Program links incentive prizes to attendance. School Academic Awards and Indigenous Student Awards have as part of their criterion, satisfactory school attendance.

All unexplained absences are followed up by class teachers and administration initially by phone. Protocols are followed in line with DET policies. Unexplained absences are followed up by administration with phone calls and where necessary, letters..

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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.