



Mount Morgan Central State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Mount Morgan Central State School is located in the Capricornia Region, 40km South West of Rockhampton and services the communities of Mount Morgan and surrounding areas. The school was established in 1887 and is heritage listed. The classrooms are a mix of modern single spaced extended learning areas. Many of the rooms have been refurbished to bring the spaces up to modern learning standards, creating an engaging environment for learning.

With an outstanding school culture and an environment rich with student centred learning, the school values of Responsible, Safe and Respectful are delivered on a daily basis. Through the relevant focus on a localised context, with rigorous delivery of the Australian Curriculum, students, teachers, parents and the wider community develop strong relationships that support student success.

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 in Year 5 and 6. Specialist teachers of Phys-Ed and SMARTS are based at Mount Morgan Central. The school also has a range of support experts including a Guidance Officer, Speech Language Pathologist, school Chaplain and Support Teacher – Diverse Learners. The school offers breakfast five days a week free of charge to the attending students.

Our co-educational school has an enrolment of approximately 200 from Prep to Year 6. Around 35% of the student population are of Aboriginal and Islander descent.

School progress towards its goals in 2018

Throughout 2018, the school has continued to drive the Reading improvement agenda, with a sharp and narrow focus around using student data to inform teaching and learning. Use of the Literacy Continuum and Early start assessments, along with professional learning communities, has driven improvement in student reading results.

Student attendance data continues to show improvement, however the <85% student group continues to remain above expected levels and will become a greater focus for 2019.

Future Outlook

As 2019 is a review year and the start of a new four year strategic planning cycle, the focus will be on reviewing the achievements of the previous four years, celebrating the successes and building on the improvement strategies identified in the review report.

Reading will remain a focus for improvement in 2019 with the focus drawing the work of the last two years together with precision.

Full implementation of the Australian Curriculum aligned to the school goals of Relevance, Rigour and Relationships will see the school develop the strengths in the nine domain areas of the National School Improvement Tool.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	202	219	209
Girls	101	103	109
Boys	101	116	100
Indigenous	65	68	63
Enrolment continuity (Feb. – Nov.)	89%	84%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The student population is drawn from the local Mount Morgan community. The community falls in the lowest 6% from socio-economic disadvantage in the country and this is reflected through high levels of unemployment and the challenges that are associated with such communities.

The town has recently lost local community attractions such as the mine tour, which have also affected community spirit. The local council is drafting plans to revitalise the community with tourism initiatives however these are still in the preliminary planning stage and are years away from completion.

Despite the challenges this can present, the school culture is strong with parents, students and staff overwhelmingly supportive of the school and the education it provides for the students. Students of indigenous background, SWD identified and students requiring additional curriculum support are all strongly supported in their education.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	24	23	23	The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	24	28	27	

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 Gradual Release of Responsibility as the signature pedagogy.
- Innovative and engaging project based classroom units.
- Comprehensive Intervention Programs for students in Year one to Six in Reading.
- B4 Learner Program for children of Pre-Prep age.
- Strategic support programs for Social and Emotional Development including Peer Skills, Brolga program and Complex case support.
- Speech Language Support through programs developed by the school funded SLP
- Celebrations of Indigenous Cultures throughout the year including NAIDOC Week and Sorry Day.
- 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, Mount 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	94%
• this is a good school (S2035)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child likes being at this school* (S2001)	100%	89%	94%
• their child feels safe at this school* (S2002)	100%	89%	89%
• their child's learning needs are being met at this school* (S2003)	100%	100%	89%
• their child is making good progress at this school* (S2004)	100%	89%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	88%
• teachers at this school motivate their child to learn* (S2007)	100%	89%	83%
• teachers at this school treat students fairly* (S2008)	100%	89%	88%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	89%
• this school takes parents' opinions seriously* (S2011)	100%	89%	88%
• student behaviour is well managed at this school* (S2012)	100%	89%	89%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	85%	78%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	95%	89%
• they like being at their school* (S2036)	94%	90%	89%
• they feel safe at their school* (S2037)	96%	89%	87%
• their teachers motivate them to learn* (S2038)	95%	96%	92%
• their teachers expect them to do their best* (S2039)	99%	96%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	88%
• teachers treat students fairly at their school* (S2041)	92%	91%	88%
• they can talk to their teachers about their concerns* (S2042)	92%	84%	91%
• their school takes students' opinions seriously* (S2043)	93%	91%	88%
• student behaviour is well managed at their school* (S2044)	88%	91%	69%
• their school looks for ways to improve* (S2045)	99%	95%	93%
• their school is well maintained* (S2046)	96%	96%	85%
• their school gives them opportunities to do interesting things* (S2047)	96%	95%	89%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	94%	100%	100%
• 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)	94%	100%	100%
• staff are well supported at their school (S2075)	94%	100%	100%
• 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%	94%	100%
• their school gives them opportunities to do interesting things (S2079)	94%	100%	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

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 whole heartedly 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 education 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 ninth 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.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	19	31	42
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	1
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Solar panels, recycling projects and localised sustainability projects all assist in reducing the school's environmental footprint. The school is keen contributor to the Queensland container recycling scheme.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			114,105
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	16	13	<5
Full-time equivalents	12	9	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*		
Bachelor degree	14	
Diploma	4	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$8765.

The major professional development initiatives are as follows:

- Teacher release to engage with the school EIA around Reading.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 74% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	88%	90%
Attendance rate for Indigenous** students at this school	91%	87%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

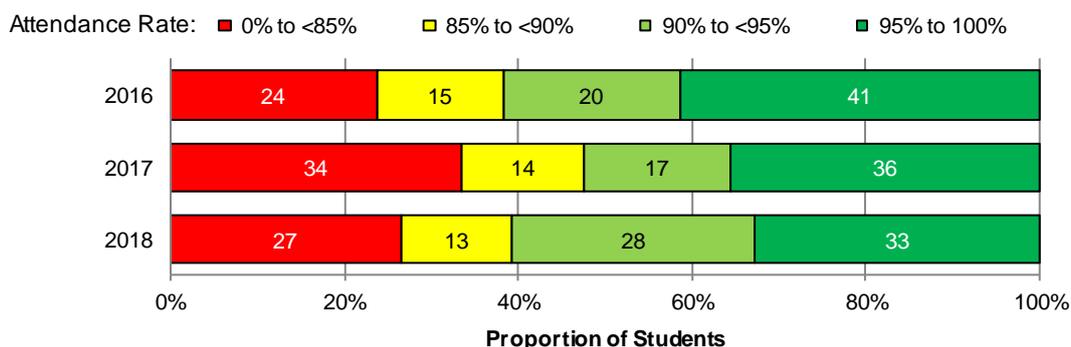
Year level	2016	2017	2018
Prep	92%	85%	90%
Year 1	88%	91%	89%
Year 2	93%	84%	89%
Year 3	92%	92%	92%
Year 4	87%	91%	91%
Year 5	92%	84%	91%
Year 6	90%	89%	88%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.