

Morningside State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

It gives me great pleasure to present the Annual Report for 2015.

This report is designed to provide a summary of the progress made at Morningside State School during 2015. It also contains information about what makes our school unique – the exciting and engaging teaching and learning, the social and emotional skills, and our Positive Behaviour for Learning. Our students receive the support of dedicated, professional staff who are clearly focussed on achieving high standards through a rigorous and focussed curriculum.

Underpinning the future direction of the school is a commitment by the whole school community to work together to achieve excellence in teaching, learning and school image. Each and every member of our school community believes that each and every child can learn and achieve. This belief 'drives' all work at Morningside State School.

We are a creative and vibrant learning organisation, catering for a diverse community from Prep to Year 6. We value clear direction and unity of purpose. We offer an inclusive curriculum and environment for all students. Literacy remains a high priority and our core business. We prepare young people for a future where they may participate as active, resilient and responsible citizens who embrace learning as a lifelong process. In partnership with parents and the community, we foster the next generation to be culturally confident, economically confident, environmentally confident, contemporary learners who can publish worldwide. We embrace learning which strives to maximise achievement and improve literacy and numeracy outcomes for our children. This translates to Every Child, Every Day, Every Lesson. We take responsibility for engaging students with their learning.

A key change at Morningside State School in 2015 was the change in Principal, with Mrs Wendy Hoskin coming in as Acting Principal in Term 2 2015 and continuing into 2016.

School progress towards its goals in 2015

The Morningside State School Pedagogical Framework based on the Fleming Model continued to be the basis for teaching and learning within the school in 2015. We have continued the commitment towards the consistent and effective teaching of reading from Prep to Year 6. The school's key focus on an explicit teaching model continues to be developed. Teacher development and the ongoing building of the capacity of all staff continues to be developed, especially in the area of data analysis in relationship to informing the teaching of reading.

The 2015 Annual Implementation Plan listed eight Core Priorities and seventy-seven associated actions. This would allow for very little in depth action to be undertaken nor ensuing results to be successful.

On arrival at the school I reviewed the Annual Implementation Plan and identified the Teaching of Reading and consequent use of data as the key focus for Morningside State School. I also chose to continue the Lynn Sharratt Journey that had begun in 2014 but was not embedded.

Core Priority	Achievement
Reading	A data wall was introduced in Term 3. This allows staff to plot progress made by students each term. This display also allows for class and cohort progress to be tracked. It reinforced the need for explicit instruction in the teaching of reading to our Prep Students.
Transitions	Positive transitions with Balmoral State High School continued with Principal visits to Parent Café, assembly and a P&C Meeting. Students in Years 5 and 6 also participated in extension activities in STEM subjects at the high school.
Engagement	Positive Behaviour for Learning continued to be a focus with the Introduction of Principal's Morning Tea as the highest award for behaviour awarded each semester. Data analysis continued to inform both teaching of appropriate behaviours as well as rewarding those students who are continually achieving well.
Community Engagement	2015 saw Morningside State School once again begin to participate in the Gateway Learning Community. Parent Café continued with an emphasis on the Principal being at these meetings. This allowed a less formal environment for collection of information that concerned parents.

Future outlook

Morningside State School's Annual Improvement Plan for 2016 will continue the focus on reading with *Reading is our Thing* as the catch phrase. There will be an emphasis on phonics and phonemic awareness in both Prep and Year 1, with close ties to the Speech Language Pathologist and Support Teacher: Literacy and Numeracy.

Spelling Mastery: an Explicit Teaching Resource in conjunction with Synthetic Phonics for the school will be introduced in all year levels.

Community Engagement will continue to be a key priority as the school builds its connections with the wider community. This will also see communication with the wider community come into play.

Positive Behaviours for Learning will continue to be the third school priority as we move towards successful Tier 2 interventions.

How we will measure our success.

Our success will be measured using a range of tools to measure the targets we set. Both internal and external data sets will be used to track and determine progress. Data will be sourced from:

School based data:	External data:
<ul style="list-style-type: none"> • PM and DRA2 • PAT Comprehension 	<ul style="list-style-type: none"> • NAPLAN

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	471	230	241	17	91%
2014	465	224	241	17	93%
2015	432	202	230	25	93%

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.

Characteristics of the student body:

Morningside is a family oriented school that embraces diversity. We celebrate the opportunities that this presents for us to learn from and share with each other. This is symbolised for us by the three flagpoles at the front of our school, where the Aboriginal Flag, the Australian Flag and the Queensland Flag are raised each day by School Leaders.

Student learning is personalised to cater for the range of skills, abilities, interests and achievements in our classrooms. In 2015, a Special Education Program is provided for collaborative service with classroom teachers and teacher aides for approximately 25 students who were fully represented across all year levels. We also continually adjust curriculum and support individual needs and requirements for the full spectrum of students at our school.

In 2015 we had 37 children enrolled with English as an Additional Language or Dialect with 23 in the Early Years and 14 in the Middle Years. Some students received assistance from the EALD Teacher, depending upon their arrival time in the country and other students had the curriculum differentiated to assist them with their learning.

We had 25 students enrolled with an indigenous background. These students were across all year levels.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	21	23
Year 4 – Year 7 Primary	25	25	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	28	41	36
Long Suspensions - 6 to 20 days	4	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.

Curriculum delivery

Our approach to curriculum delivery

Morningside State School delivered the Australian Curriculum through C2C resources that were differentiated for our cohort. The teaching of Key Learning Areas is in line with recommended time allocations. The use of Explicit Instruction continues to be a focus of ours. During 2015, we offered a large range of distinctive curriculum offerings that enhanced teaching and learning in individual subjects. These included:

- a camping program for Years 4 and 5 which, through outdoor experiences, aims to nurture and sustain the development of a range of social and leadership skills, and challenge students to be the best they can be;
- a range of excursions and visitors to the school to connect learning to the real world;
- Canberra Leadership experience for students in Years 6;
- participation in the ICAS Competitions (Years Three to Seven) in the areas of English, Mathematics, Science and Computer Skills;
- A twice-yearly swimming program conducted in our own facility for all students as part of the Health and Physical Education curriculum and
- An Environmental Club

Extra curricula activities

During 2015, students were encouraged to participate in a number of engaging activities, both on our campus and within our wider learning community.

These activities included:

- award winning Cheer Squads;
- biannual Science Fair;
- Two Japanese Study Tours – Host school and families
- a competitive chess program to facilitate the development of thinking and problem solving skills
- a strong Music program including Instrumental Music with band camps for Years Four to Six as well as a Ukulele Band and a choir;
- a strong swimming club known as the Morningside Flyers, which provides squad training and competitive club nights;
- extensive facilities provide opportunities for outside hours school coaching in swimming, tennis, soccer, AFL, Cheer and Tae Kwon Do;
- Information and Communication Technologies are used to assist student leadership development – School Ambassadors, School Captains and student leaders;
- an after school Environmental club and
- a Homework club.

How Information and Communication Technologies are used to improve learning

We are active and investigative learners when using digital devices. At our school, our students use a range ICT including but not limited to:

- internet connected computers in all learning spaces;
- a computer laboratory located in the library that allows whose class access to the internet
- a range of mobile devices including laptops in years 3-6 and ipads in Prep-2;
- the use of both Mathletics and Reading Eggs/Eggspres throughout the school
- interactive whiteboards and/or data projectors in all learning spaces;
- digital still and video cameras available to support group and independent learning;
- tools such as programmable 'robots' to teach mathematical concepts;
- recording devices for students to develop oral language and reading skills; and importantly,
- use of online learning environments to promote a variety of learning experiences.

We use ICT to achieve learning goals and students and teachers select tools and resources that will meet their teaching and learning needs. ICT are acknowledged as support resources to help us engage students and personalise learning. We promote curiosity and exploration when working digitally.

Social Climate

Morningside State School encourages respectful relationships, communication, behaviour and self-management through R.I.S.E (Respect, Inspire, Support and Effort) our Positive Behaviour for Learning program.

To enable this to be achieved, the school has established a comprehensive PBL R.I.S.E program and Responsible Behaviour Plan, which comprises the policies and procedures relevant to managing all aspects of school climate.

We use our four school expectations – Respect, Inspire, Support and Effort to foster social development and positive behaviour. Provision is also made to acknowledge those students who make responsible behaviour choices through R.I.S.E awards. Distributed at weekly assemblies, these awards use the four whole school expectations to recognise students who have shown growth. RISE Letters are sent home each term to a student who displays the RISE Expectations to an excellent standard. Each Semester, one student per class is selected to attend the Principal's Morning Tea. The pinnacle of rewards is the RISE Medal, awarded to one student per class. This is awarded at the end of the school year.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	96%	95%
this is a good school (S2035)	100%	96%	95%
their child likes being at this school (S2001)	94%	96%	98%
their child feels safe at this school (S2002)	94%	100%	95%
their child's learning needs are being met at this school (S2003)	97%	89%	93%
their child is making good progress at this school (S2004)	94%	91%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	98%	82%
teachers at this school motivate their child to learn (S2007)	94%	96%	86%
teachers at this school treat students fairly (S2008)	94%	96%	90%
they can talk to their child's teachers about their concerns (S2009)	100%	96%	89%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school works with them to support their child's learning (S2010)	97%	91%	81%
this school takes parents' opinions seriously (S2011)	93%	88%	80%
student behaviour is well managed at this school (S2012)	87%	86%	83%
this school looks for ways to improve (S2013)	97%	96%	90%
this school is well maintained (S2014)	94%	96%	89%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	98%	95%
they like being at their school (S2036)	100%	97%	89%
they feel safe at their school (S2037)	96%	98%	90%
their teachers motivate them to learn (S2038)	99%	100%	96%
their teachers expect them to do their best (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work (S2040)	100%	97%	95%
teachers treat students fairly at their school (S2041)	89%	98%	85%
they can talk to their teachers about their concerns (S2042)	94%	98%	90%
their school takes students' opinions seriously (S2043)	94%	95%	85%
student behaviour is well managed at their school (S2044)	79%	95%	75%
their school looks for ways to improve (S2045)	99%	98%	95%
their school is well maintained (S2046)	95%	100%	88%
their school gives them opportunities to do interesting things (S2047)	99%	95%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	93%	94%	100%
they feel that their school is a safe place in which to work (S2070)	90%	94%	100%
they receive useful feedback about their work at their school (S2071)	83%	88%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	100%	87%
students are encouraged to do their best at their school (S2072)	100%	94%	100%
students are treated fairly at their school (S2073)	97%	94%	88%
student behaviour is well managed at their school (S2074)	72%	73%	67%
staff are well supported at their school (S2075)	69%	70%	83%
their school takes staff opinions seriously (S2076)	79%	76%	88%
their school looks for ways to improve (S2077)	97%	97%	96%
their school is well maintained (S2078)	97%	100%	96%
their school gives them opportunities to do interesting things (S2079)	97%	94%	96%

'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

We value parents, caregivers and community members as an essential and integral part of successfully educating the whole child. The active involvement of parents and caregivers in our school community supports students to engage positively with staff and peers. We work alongside parents and caregivers in all aspects of school life, including both formal and informal consultative processes, with a view to creating a supportive school environment focused on achievement.

We commit to fostering our relationship with parents and caregivers by offering:

- Konnective school app that gives push notifications, calendar of events and school news.
- Formal reporting four times per year – twice face to face, and twice through written reports. We have an open door policy and parents are always welcome to meet with staff to discuss student progress.
- Regular celebrations of learning where community members are invited to share in learning experiences that have taken place over the term.
- Staff communication with parents in a variety of modes including electronically.
- Opportunities that encourage parents and caregivers as volunteers both within the classroom and through extra-curricular activities.
- An active P&C. This is an extremely important part of our school community. This group of parents provides support in fundraising initiatives that directly impacts all students within our school. They are proactive and provide assistance with facilities management and development of school based procedures and processes. In addition, our P&C Executive successfully oversees the subcommittees of Outside School Hours Care, fundraising and Morningside Flyers Swim Club. All parents and caregivers are welcome to join this group.

We have an extensive volunteer program to support student learning. Having volunteers in our classrooms enhances our approach to personalising learning goals and effectively differentiating our curriculum for individual students with various abilities and learning styles.

Reducing the school's environmental footprint

In 2015 all taps within the students amenities were changed to quick release in an effort to further reduce our water usage. We run an Environmental Club, have increased waste recycling programs, we participated in the Brisbane City Council Environment Education Program and we are members of the Earth Smart Schools Program.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	218,259	3,110
2013-2014	182,380	10,814
2014-2015	186,171	1,419

*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.

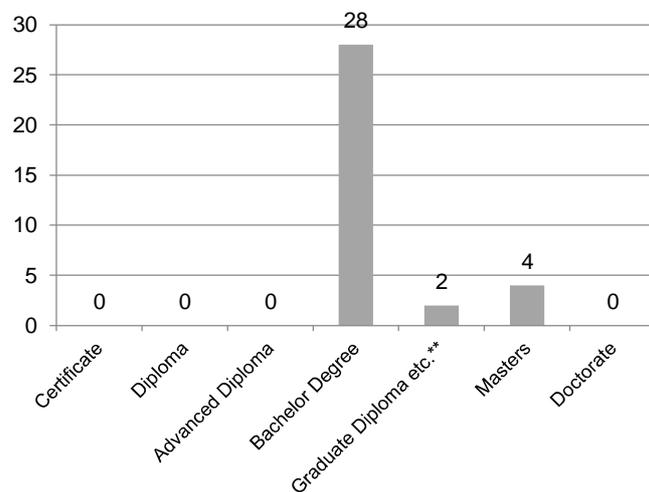
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	34	23	0
Full-time equivalents	27	14	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	28
Graduate Diploma etc.**	2
Masters	4
Doctorate	0
Total	34



*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 2015 were \$ 21940

The major professional development initiatives are as follows:

- Lynn Sharratt: Faces on the Data
- Year Level Planning and Moderation
- GPS: Case Management
- Positive Behaviour for Learning
- Coach and Mentor Training
- Sharp, narrow focus on Reading
- Mandated Training
- Continuing Professional Development Sessions for both Teachers and Teacher Aides
- Pocket PD as needs arise
- Principals' Symposium
- Curriculum Leaders Forums
- School Leadership Team Cluster Initiatives

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

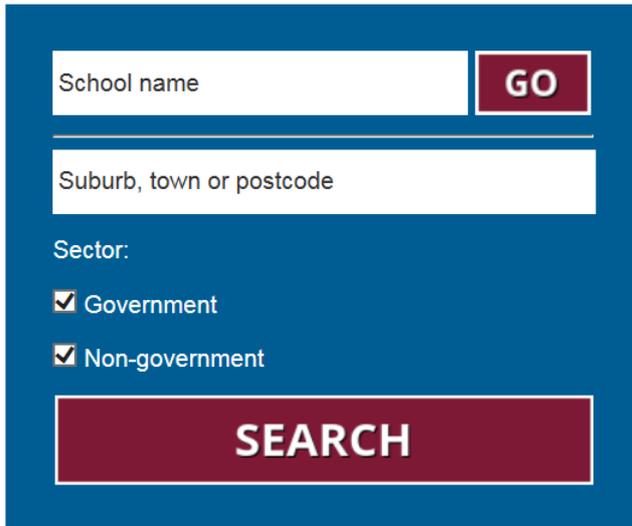
From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 school year.

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



The screenshot shows a search form with a blue background. It contains a text input field labeled 'School name' with a red 'GO' button to its right. Below this is another text input field labeled 'Suburb, town or postcode'. Underneath the second field, the text 'Sector:' is followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom of the form is a large red button with the word 'SEARCH' in white capital letters.

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	85%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

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

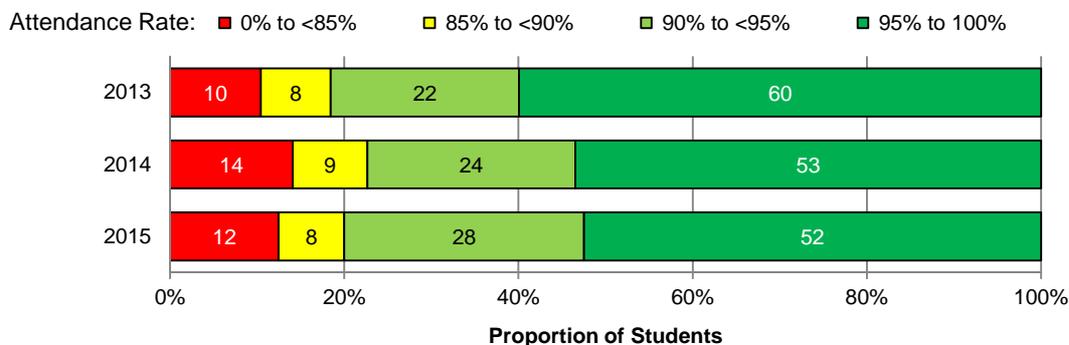
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	94%	93%	94%	94%	94%	94%	92%					
2014	91%	94%	94%	92%	94%	93%	95%	95%					
2015	92%	94%	91%	94%	93%	94%	93%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Non-attendance is managed in state schools in line with the DETE 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.

Rolls are marked twice daily by the class teacher. An absentee line is managed each morning and teachers are notified via email of student absence. Parents are required to sign their children in and out of the school for part day attendance. The office is alerted by the teacher if students have unexplained absence of more than three days. Absences of three days are followed up by a member of the school leadership team and this is supplemented with a letter if they are unable to be contacted.

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/>.

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.

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- A text input field labeled "School name" with a red "GO" button to its right.
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 - Non-government
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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.