

Morningside State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction.

Morningside State School is 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 and numeracy remain high priorities 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.

School progress towards its goals in 2014

The Morningside State School Pedagogical Framework based on the Fleming Model continued to be the basis for teaching and learning within the school in 2014. We have continued the commitment towards the consistent and effective teaching of reading from Prep to Year 7. 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. Whilst Data Analysis was introduced it will be a focus for teaching and planning in 2015.

Future outlook

The key areas for improvement as defined in the School Implementation Plan for 2015 are as follows:

- The analysis of data to inform teaching and learning
- Literacy (Reading and Writing) and Numeracy outcomes – specifically reading as identified through summative and formative assessment.
- Implement Master Teacher Program to leverage student achievement
- Individual Learning goals for students.
- Performance plans – TA and Teacher
- Reducing teacher variability – implementing through coaching whole school pedagogy, assessment and data collection.
- Introduce a proactive partnership program within the school focusing on connecting with parents and the wider community
- Continue a focus on student attendance
- Implement Wellbeing Framework.
- Continued work within the successful Positive Behaviour for Learning (SWPBS) program with a focus on restorative practices

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	478	230	248	95%
2013	471	230	241	91%
2014	465	224	241	93%

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

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 our Cultural Captains.

In 2014, over 35 of our students came from families where English was a Second Language (ESL) and approximately 25% of these students were supported through our ESL program.

Student learning is personalised to cater for the range of skills, abilities, interests and achievements in our classrooms. In 2014, a Special Education Program is provided for collaborative service with classroom teachers and teacher aides for approximately 35 students who were fully represented across all year levels. We adjust curriculum and support individual needs and requirements.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	22	21
Year 4 – Year 7 Primary	26	25	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	14	28	41
Long Suspensions - 6 to 20 days	0	4	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

During 2014, Morningside State School offered a large range of distinctive curriculum offerings that enhanced teaching and learning in individual subjects. These included:

- a camping program for Years 5 and 6 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 and 7;
- 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 2014, 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 Peg and Line Art Show
- Japanese Study Tour – 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 Five to Seven as well as a Ukulele Band and choir
- a strong swimming club known as the Morningside Flyers, which provides squad training and competitive club nights; and
- extensive facilities provide opportunities for outside hours school coaching in swimming, tennis, soccer, AFL and tae kwon do.
- Information and Communication Technologies are used to assist learning Student leadership development – School Ambassador, School Captains, student leaders
- an after school Environmental club
- Tennis Club
- Homework club

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

- internet connected computers in all learning spaces;
- a computer laboratory located in the library that allows whole class access to the internet
- a range of mobile devices;
- interactive whiteboards or data projectors in all learning spaces;
- devices to support critical analysis and discussion such as document cameras and digital microscopes;
- 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 our R.I.S.E (Respect, Inspire, Support and Effort) School Wide Positive Behaviour Support program.

To enable this to be achieved, the school has established a comprehensive SWPBS 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.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	89%	100%	96%
this is a good school (S2035)	93%	100%	96%
their child likes being at this school* (S2001)	96%	94%	96%
their child feels safe at this school* (S2002)	100%	94%	100%
their child's learning needs are being met at this school* (S2003)	86%	97%	89%
their child is making good progress at this school* (S2004)	86%	94%	91%
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)	86%	94%	98%
teachers at this school motivate their child to learn* (S2007)	82%	94%	96%
teachers at this school treat students fairly* (S2008)	93%	94%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	86%	97%	91%
this school takes parents' opinions seriously* (S2011)	85%	93%	88%
student behaviour is well managed at this school* (S2012)	78%	87%	86%
this school looks for ways to improve* (S2013)	92%	97%	96%
this school is well maintained* (S2014)	89%	94%	96%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	95%	100%	98%
they like being at their school* (S2036)	94%	100%	97%
they feel safe at their school* (S2037)	91%	96%	98%
their teachers motivate them to learn* (S2038)	98%	99%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	100%	97%
teachers treat students fairly at their school* (S2041)	92%	89%	98%
they can talk to their teachers about their concerns* (S2042)	89%	94%	98%
their school takes students' opinions seriously* (S2043)	81%	94%	95%
student behaviour is well managed at their school* (S2044)	77%	79%	95%
their school looks for ways to improve* (S2045)	96%	99%	98%
their school is well maintained* (S2046)	94%	95%	100%
their school gives them opportunities to do interesting things* (S2047)	92%	99%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		93%	94%
they feel that their school is a safe place in which to work (S2070)		90%	94%
they receive useful feedback about their work at their school (S2071)		83%	88%
students are encouraged to do their best at their school (S2072)		100%	94%
students are treated fairly at their school (S2073)		97%	94%
student behaviour is well managed at their school (S2074)		72%	73%
staff are well supported at their school (S2075)		69%	70%
their school takes staff opinions seriously (S2076)		79%	76%
their school looks for ways to improve (S2077)		97%	97%
their school is well maintained (S2078)		97%	100%
their school gives them opportunities to do interesting things (S2079)		97%	94%

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

'Agree' represents the 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

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 always striving to create 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

The school installed solar panels, water tanks for the toilets, undertook a water audit, upgraded taps and cisterns and attended to pool plumbing issues. We have been proactive in developing programs that encourage staff and students to make ecologically sound decisions with regard to the use of resources that impact on the environment. We run an Environmental Club, have increased waste recycling programs, we participated in the Brisbane City Council Environment Education Program and we joined the Earth Smart Schools Program.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	160,001	1,485
2012-2013	218,259	3,110
2013-2014	182,380	10,814

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.

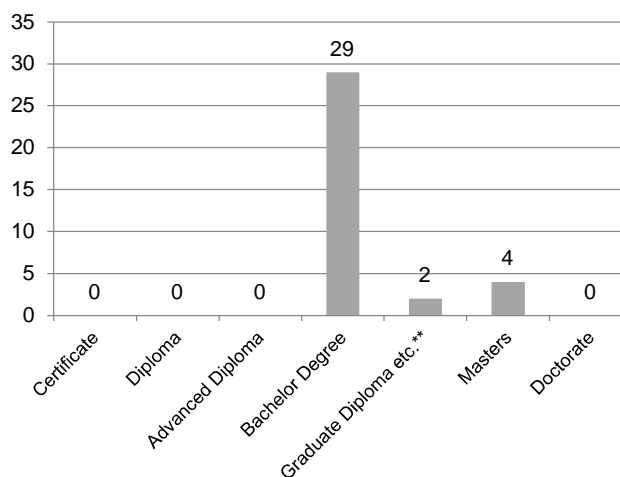
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	35	22	0
Full-time equivalents	28	14	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.**	2
Masters	4
Doctorate	0
Total	35



*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 2014 were \$25000

The major professional development initiatives are as follows:

- Disability Standards Training
- Autism Spectrum Disorder Training
- Mandated training modules
- School Wide Positive Support
- Essential Skills Training

- NAPLAN Training
- Professional Development Network Training

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

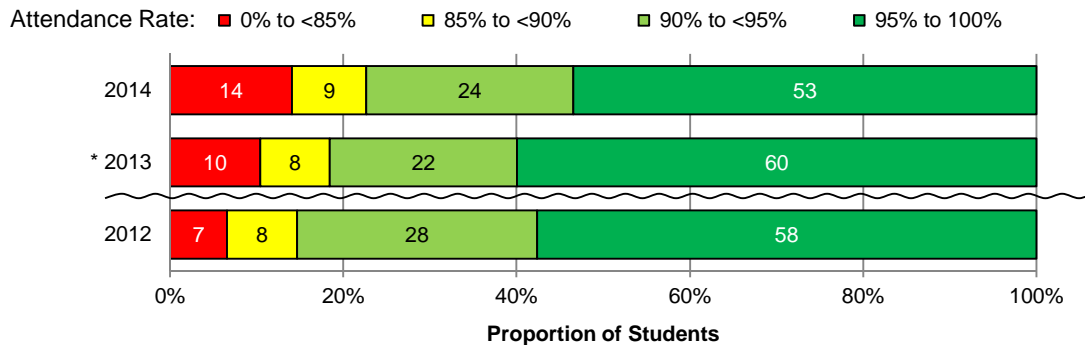
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
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2012	93%	96%	96%	96%	94%	93%	94%
2013	94%	93%	94%	94%	94%	94%	92%
2014	94%	94%	92%	94%	93%	95%	95%

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 after 2012 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 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.

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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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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

Given the small number of indigenous students sitting NAPLAN in 2014 it is not possible to report without anonymity being retained. Attendance of Indigenous students is sound but will be addressed in 2015 with a small number of students in the lower school.