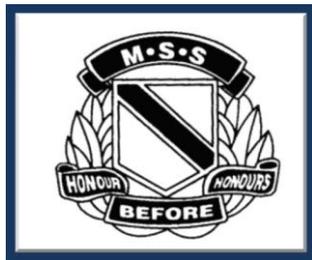


# Morningside State School (1803)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

At Morningside we honour our past while looking to the future. Beyond our grand administration building and heritage colour scheme you will discover modern facilities, resources and programs that enable development of the whole child.

Our campus hosts student learning in a variety of settings, from fully connected classrooms with interactive whiteboards and savvy teachers to a modern resource centre, hall and sporting precinct.

We are dedicated to our students and our community. We understand that learning is a three-way partnership between students, parents and teachers. We nurture an inclusive environment where diversity, persistence and confidence are valued. Achievement for all our learners is our core focus; promoting curiosity, logical and creative thinking, and inspiring collaboration that takes learning outside the school gates.

Our school caters for a diverse community from Prep to Year 7. We value clear direction and unity of purpose. Literacy and numeracy remain high priorities and our core business.

Morningside students engage confidently in school and Gateway Learning Community decision-making processes, which will provide them with the competencies to be able to participate in the broadest spectrum of community life, both locally and globally.

# Queensland State School Reporting

## 2012 School Annual Report



### Introduction

We are pleased to present this report of our undertakings for the 2012 school year. We use a cycle of strategic planning and review, coupled with a strong focus on annual planning and reporting to ensure that our school provides for our learning community a commitment to continuous improvement. Everyone at Morningside, including our students, sets goals and targets to ensure that we can celebrate the improvement that we all make. This report is part of that celebration.

### School progress towards its goals in 2012

We are proud of our progress in 2012. It is through the dedicated effort of all members of the three way partnership that we have seen a significant improvement in student achievement, particularly in the Early Years. One of the ways that we have achieved this is through our comprehensive staff program for continuous professional learning. This is detailed later in this report.

In 2012 we continued to focus on whole school pedagogy and alignment of a single vision with common practices.

To achieve this we emphasised:

- uninterrupted learning times for literacy;
- explicit teaching processes;
- whole school assessment and reporting;
- analysis of data for the purposes of focussing learning; and
- student goal setting and personalised learning programs.

# Queensland State School Reporting

## 2012 School Annual Report



### Future outlook

Staff are united in working towards key focus areas for improvement identified through our strategic planning process. These areas are:

**Pedagogy** - support and enhance what students learn, how they learn, and when and where their learning takes place.

**ICT** – staff commitment to developing our skills in digital pedagogy to facilitate purposeful student learning in online, collaborative environments that take them to worlds outside the school gates. Enhance student learning by embedding contemporary practices, critically using digital resources, sharing our experiences though out our school community.

**School Climate** - commitment to promoting respectful relationships, communication, behaviour and self-management in an environment that is conducive to successful social and emotional growth and developing productive citizens.

**Staff recognition and development** - promote recognition of leadership, lifelong learning and innovation. Promote and value each individual performing their role to high professional and ethical standards and working collaboratively as members of the school community.

Our commitment to state schooling will be cemented by fostering confidence in our quality programs through celebrating achievements and building positive community partnerships.

Teachers will demonstrate high quality teaching practices by:

- focusing on explicit teaching;
- holding high expectations of all students;
- maintaining a deep knowledge of the learning areas and evidence based approaches to learning;
- continuously monitoring student achievement and following through to targeted teaching strategies and developing personalised learning goals; and
- nurturing a safe, supportive, inclusive and disciplined learning environment.

Morningside State School offers signature extracurricular enrichment programs including:

- Cheerleading;
- Chess;
- Choir and school bands; and
- Environment programs.

These programs recognise the diverse capabilities of students and are valued by the wider community.

In addition, Morningside State School continues to actively contribute to and participate in the repertoire of shared opportunities through the Gateway Learning Community.

## School Profile

### Record:

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Prep - Year 7

### Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	407	203	204	94%
2011	422	217	205	92%
2012	478	230	248	95%

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 2012, over 70 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.

Indigenous students are proudly supported to excel, and they play an important role in our school, especially through our indigenous dance group and their contribution to important functions in our school calendar. An Indigenous Support Worker was employed by the school for one day per week as part of our Closing the Gap strategy in 2012. This program continues in 2013.

Student learning is personalised to cater for the range of skills, abilities, interests and achievements in our classrooms. In 2012, a Special Education Program staffed by trained specialists catered for approximately 32 students who were fully represented across all year levels. We also offered a range of enrichment and development programs.

Student self-development and leadership from Prep to Year 7 is nurtured through a formal social skills program. The skills gained here sustain our strong Student Council and Year 6 and 7 Student Leadership program.

## Our school at a glance

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	23	22
Year 4 – Year 7	25	26	26

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	12	5	14
Long Suspensions - 6 to 20 days	0	1	0

### Curriculum offerings

#### Our distinctive curriculum offerings

During 2012, Morningside State School offered a large range of distinctive curriculum offerings that enhanced the Key Learning Areas. These included:

- the Cultures of Thinking Project – a whole of school program designed to teach children valuable thinking skills and strategies;
- an Enrichment program from Prep to Year Seven implemented to extend students who show strong capabilities in Science and Technology, Visual Art and Writing;
- a financial literacy program and enterprise education community;
- a 'Growing Leaders' Prep to Year 7 program that embeds leadership qualities throughout learning. In conjunction with the You Can Do It! social skills program. This work seeks to produce articulate and confident students;
- a cultural program to embed indigenous perspectives and acknowledge the diversity in our school community; including Harmony Day and NAIDOC week;
- a camping program for Years 5, 6 and 7 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;
- engagement with a range of learning experiences and community partnerships to address a future focused agenda of sustainability;
- participation in the ICAS Competitions (Years Three to Seven) in the areas of English, Mathematics, Science and Computer Skills; and
- A twice-yearly swimming program conducted in our own facility for all students as part of the Health and Physical Education curriculum.

## Extra curricula activities

During 2012, students were encouraged to participate in a number of engaging activities, both on our campus and within our wider learning community.

On our campus, the students were offered extra-curricular activities to enhance their academic, social, creative and cultural capabilities. These included:

- award winning cheer squads;
- biannual Peg and Line Art Show;
- biannual Science Fair;
- reading Club;
- a competitive chess program to facilitate the development of thinking and problem solving skills
- 'Loving reading' – a before-school hosted activity where Early Phase students are joined in the Resource Centre by Year Six students and staff for shared reading experiences;
- student Buddy Program for reading and information and communication technologies where Year Six and Seven students joined Prep to Year 2 classes to form relationships amongst students;
- a strong Instrumental Music Program that includes band camps for Years Five to Seven;
- 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.

As a member of the Gateway Learning Community (GLC), students from our school participated collaboratively with students from neighbouring schools in various gateway projects:

- The GLC Combined Bands – students from Years Five to Seven come together with other school students to experience performing in larger ensembles. The GLC band competes in a number of band competitions.
- 'Rock Da House' collaborative music enrichment project.

## How Information and Communication Technologies are used to assist learning

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;
- 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 in an environment that is conducive to successful social and emotional growth and developing productive citizens.

To enable this to be achieved, the school has established a comprehensive Responsible Behaviour Plan, which comprises the policies and procedures relevant to managing all aspects of school climate. In addition, we proactively support this important aspect of student development with the *You Can Do It!* program.

We use the five keys to success – getting along, organisation, confidence, persistence and resilience to foster social development and guide our conversations with our learners. Provision is also made to acknowledge those students who make responsible behaviour choices whilst at school through our *You Can Do It!* awards. Distributed at weekly assemblies, these awards use the five keys to success to recognise students who have shown growth.

Through our long term strategic planning process we have identified school climate as an area of focus and school based community work and surveys has shown significant improvement. The students of Morningside are recognised by the community for their outstanding sportsmanship and excellent behaviour by visitors to the school, camp organisers, event coordinators, volunteers and community members. We are well supported by a dedicated and enthusiastic community.

### Parent, student and staff satisfaction with the school

We are committed to developing productive partnerships throughout the school community. We are proud of our school culture and work extensively to engage with all of our community members to ensure that we are well represented.

It is significant to note that the percentage of students satisfied that they are getting a good education at school increased from 62% in 2010 to 95% in 2012. For parents, satisfaction levels increased from 65% in 2010 to 89% in 2012. 100 % of parents felt they could talk to their child's teachers about their concerns.

School Opinion Survey data indicates that more than 100% of parents were satisfied that their children felt safe to go to school. The continual increase in enrolment from 2012 indicates community satisfaction. 92% of parents indicated that they were satisfied that the school provided a safe environment for students and that students were treated fairly.

Each year the school reviews its Responsible Behaviour Plan and a Student Welfare Committee meets fortnightly to address any emerging issues in relation to student behaviour issues and the implementation of school policy. The school will implement a School Wide Positive Behaviour Support program in 2013.

## Our school at a glance

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	89.3%
this is a good school	92.9%
their child likes being at this school*	96.4%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	85.7%
their child is making good progress at this school*	85.7%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	85.7%
teachers at this school motivate their child to learn*	82.1%
teachers at this school treat students fairly*	92.6%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	85.7%
this school takes parents' opinions seriously*	85.2%
student behaviour is well managed at this school*	77.8%
this school looks for ways to improve*	92.3%
this school is well maintained*	89.3%

## Our school at a glance

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	95.3%
they like being at their school*	94.0%
they feel safe at their school*	90.6%
their teachers motivate them to learn*	97.6%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	92.8%
teachers treat students fairly at their school*	91.6%
they can talk to their teachers about their concerns*	89.3%
their school takes students' opinions seriously*	80.7%
student behaviour is well managed at their school*	76.8%
their school looks for ways to improve*	96.4%
their school is well maintained*	93.8%
their school gives them opportunities to do interesting things*	91.7%

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	89.2%
with the individual staff morale items	94.0%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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:

- 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 sub-committees 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. In 2012 we sent out over 100 invitations to our volunteers to attend a thankyou assembly and afternoon tea.

## 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.

Environmental footprint indicators, 2011-2012 - Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	165,472	1,487
2010-2011	171,624	1,386
2011-2012	160,001	1,485

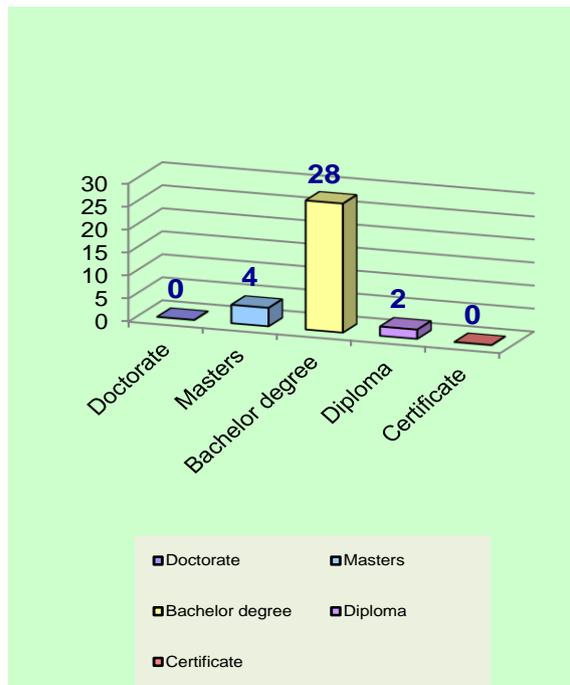
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	40	19	0
Full-time equivalents	34.2	13.1	0

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	28
Diploma	2
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was \$27,600

We take staff development seriously, and develop professional learning programs that respond to the needs of individual staff, school needs, and system imperatives. This data is gathered each year through developing performance conversations and agreements with each employee.

Staff meet with the Principal to reflect on their work and design personal development plans that set targets for professional learning that will enhance their ability to meet the needs of the learners under their instruction and enhance their role they have as a member of the Morningside State School staff.

## Our staff profile

Staff are engaged in the collection and analysis of data about student progress, and make detailed evidence based plans. We emphasised shared learning between staff, and have developed systems and processes to support staff working together. Such initiatives include:

- shared planning time;
- shared planning documents and data in online, secure workspaces available anywhere, anytime;
- classroom visits that include watching others work (WOW time); and
- Instructional Rounds.

In response to our core focus on literacy and numeracy, we have undertaken a number of initiatives in the teaching of reading, including staff undertaking professional development in this area. We have also introduced an explicit teaching program in literacy and numeracy. All of our classroom teachers have been trained in *First Steps in Maths* and our Year 6 and 7 teachers are part of a mathematics program in proportional reasoning, which is a study conducted through Queensland University.

The major professional development initiatives undertaken in 2012 were as follows:

- Literacy training with an external facilitator;
- Training in explicit teaching of literacy from the Support Teacher Literacy and Numeracy including comprehension skills using the evidence based approach Question Answer Relationship;
- *First Steps in Maths* training for all staff including teacher aides;
- Continued to support teachers with ICT skills;
- Mentoring for new and returning teachers; and
- Employment of a part time Head of Curriculum to support development of whole school teaching and learning frameworks and implementation.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.8%	95.7%	96.3%

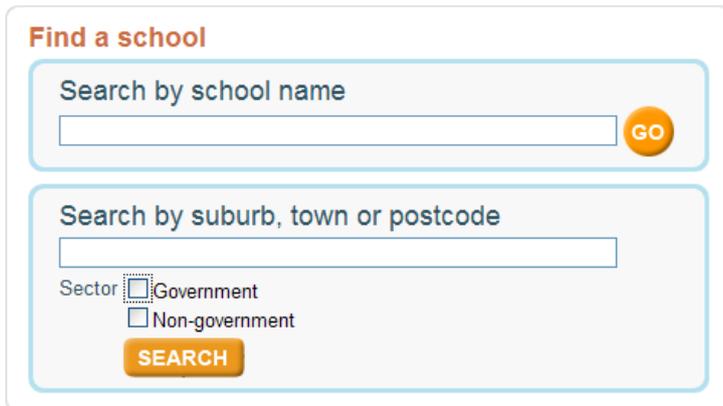
### Proportion of staff retained from the previous school year

From the end of the previous school year, 84.2% of staff was retained by the school for the entire 2012 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**.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a circular orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two checkboxes for "Government" and "Non-government", and a rectangular orange "SEARCH" button.

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being given access to the school's My School entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

# Performance of our students

## Key student outcomes

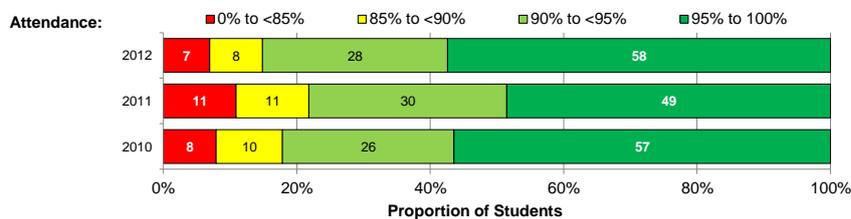
Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	94%

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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
2010	96%	95%	94%	94%	93%	95%	90%					
2011	94%	93%	95%	93%	93%	93%	92%					
2012	93%	96%	96%	96%	94%	93%	94%					

## 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 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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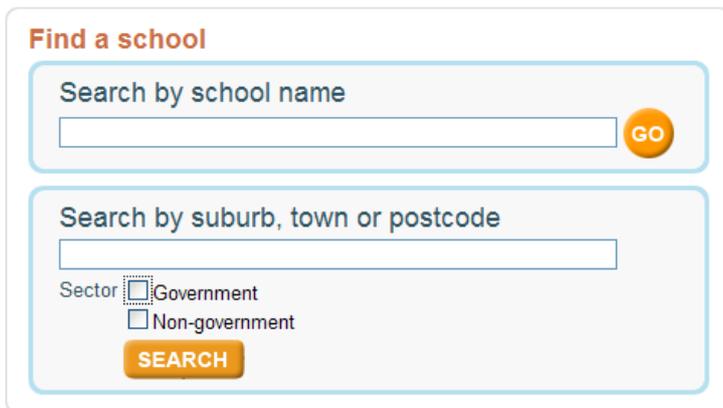
Rolls are marked twice daily by the class teacher. An absentee line is managed each morning and teachers are notified via email of student absence. Parents are required to sign their children in and out of the school for part day attendance. The office is alerted by the teacher if students have unexplained 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.

## Performance of our students

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

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

### Achievement – Closing the Gap

The 2012 'Closing the Gap Report' indicates that students are exceeding the system target for improvement in reading and numeracy. Achievement in reading also exceeded the system target. There are strategies in place to ensure this trend continues to improve. Attendance of Indigenous students is high but will be addressed in 2012 with a small number of students in the lower school.