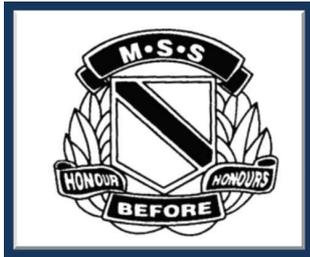


Morningside State School

Queensland State School Reporting

2013 School Annual Report



Postal address 67 Pashen Street Morningside 4170

Phone (07) 3908 2333

Fax (07) 3908 2300

Email the.principal@morningsss.eq.edu.au

Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Jann Simmonds, Principal

Principal's foreword

Introduction

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

2013 School Annual Report



School progress towards its goals in 2013

We are pleased to present this report of our undertakings for the 2013 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 priorities in 2013

- Implementation of the Australian curriculum
 - The Australian Curriculum has been fully implemented across all year levels in English, Maths, History, Science and Geography. Curriculum adjustments have been identified for Students With Disability (SWD) and Individual Learning Plans (ILPs) have been implemented and agreed upon for some students working below their year level.
- Implement Whole School Pedagogical Practices
 - Staff investigated core beliefs and practices and undertook a range of professional learning opportunities to focus on educational research. We are currently developing a research driven, evidence based pedagogical approach in the school which promotes school wide high expectations and consistency of teaching practice.
- Using data to Inform teaching practice
 - We are building a culture where teachers accept joint accountability for learning outcomes of all students. We have refined the assessment monitoring schedule and developed individual targets for students. The targets and individual student goals are communicated to students and parents.
- Develop productive partnerships with students, staff, parents and the community
 - We implement a variety of strategies in building their teaching competency these include Ped Walks, regular staff professional development, coaching and Developing Performance Framework conversations.
- Improve school performance
 - We continue to focus our collaborative efforts towards improving Reading and Numeracy outcomes for all students. We lead and implement and manage actions to close the gap.
- Plan to transition Year 7 to high school
 - We successfully participate in transition activities with local state high schools. We provide comprehensive communication to parents/carers.
- Lead the school community in the implementation of School Wide Positive Behaviour
 - We have successfully established a SWPBS team and consequently a safe and supportive learning community.

Queensland State School Reporting

2013 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:
- Expert teachers – Explicit teaching model through whole school pedagogical practice.
- Teachers will demonstrate high quality teaching practices by:
 - focusing on explicit teaching;
 - building and maintaining positive relationships with all students;
 - holding high expectations of all students;
 - Data driven differentiation and practice;
 - 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.
- School Wide Positive Behaviour Support – We are continuing to embed our whole school SWPBS R.I.S.E program – **R**espect **I**nspire **S**upport **E**ffort
- 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.
- Morningside State School offers signature extracurricular enrichment programs including:
 - Award winning Cheerleading Teams
 - Chess
 - Leadership Programs
 - Choir and school bands
 - Environment programs
 - Ukulele Band
 - Homework Club
 - iChinese
 - Drama Club
 - Japanese Study Tour

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 with local schools.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	422	217	205	92%
2012	478	230	248	95%
2013	471	230	241	91%

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 2013, 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.

Student learning is personalised to cater for the range of skills, abilities, interests and achievements in our classrooms. In 2013, a Special Education Program is provided for collaborative service with classroom teachers and teacher aides for approximately 31 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		
	2011	2012	2013
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	26	26	25

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	5	14	28
Long Suspensions - 6 to 20 days	1	0	4
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

During 2013, Morningside State School offered a large range of distinctive curriculum offerings that enhanced teaching and learning in individual subjects. These included:

- High Order Thinking (HOT) – 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 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;
- Canberra Leadership experience;
- 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 2013, 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

Our school at a glance

- biannual Science Fair
- Reading Club
- Japanese Study Tour – Host school and families
- 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.

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;
- 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.

Our school at a glance

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

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 is 100%. For parents, satisfaction levels increased from 65% in 2010 to 100% in 2013. 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 2013 indicates community satisfaction.

Each year the school reviews its Responsible Behaviour Plan and continues to build upon the successes of our R.I.S.E School Wide Positive Behaviour Support program in 2013.

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	89%	100%
this is a good school (S2035)	93%	100%
their child likes being at this school* (S2001)	96%	94%
their child feels safe at this school* (S2002)	100%	94%
their child's learning needs are being met at this school* (S2003)	86%	97%
their child is making good progress at this school* (S2004)	86%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	94%
teachers at this school motivate their child to learn* (S2007)	82%	94%
teachers at this school treat students fairly* (S2008)	93%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	86%	97%
this school takes parents' opinions seriously* (S2011)	85%	93%
student behaviour is well managed at this school* (S2012)	78%	87%
this school looks for ways to improve* (S2013)	92%	97%
this school is well maintained* (S2014)	89%	94%

Performance measure (Nationally agreed items shown*)

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

Our school at a glance

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

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

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 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 2013 we sent out over 100 invitations to our volunteers to attend a thankyou assembly and afternoon tea.

Our school at a glance

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, 2012-2013 - 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
2010-2011	171,624	1,386
2011-2012	160,001	1,485
2012-2013	218,259	3,110

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

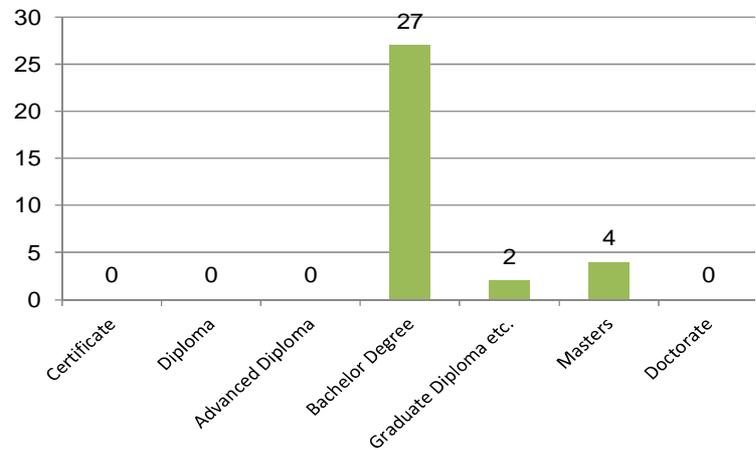
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	33	18	0
Full-time equivalents	29	13	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	27
Graduate Diploma etc.	2
Masters	4
Doctorate	0
Total	33



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was \$26,000

We strive towards an expert teaching team through providing quality 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.

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) through Ped Walks; and
- Instructional Rounds.

The major professional development initiatives undertaken in 2013 were as follows:

- Online Learning Place professional learning
- 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 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2013 school year.

Our staff profile

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 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

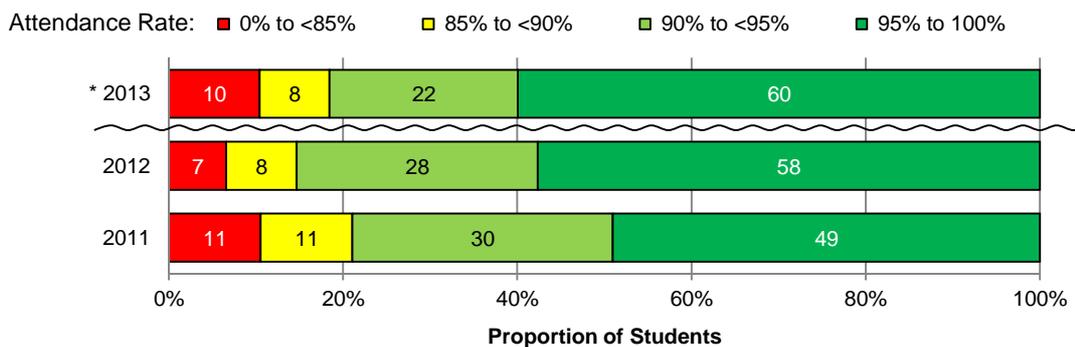
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	94%	93%	95%	93%	93%	93%	92%					
2012	93%	96%	96%	96%	94%	93%	94%					
2013	94%	93%	94%	94%	94%	94%	92%					

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 from 2013 to that of previous years.

Performance of our students

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.

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.

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 yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 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 2013 '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 2013 with a small number of students in the lower school.