



Morningside State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	67 Pashen Street Morningside 4170
Phone	(07) 3908 2333
Fax	(07) 3908 2300
Email	principal@morningsidess.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Sheryl Kennedy A/Principal

From the Principal

School overview

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 world wide. 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 goals in 2018

Core Priority	Achievement
<p>Highly Effective Literacy Instruction</p> <p>Expert teaching team with a deep knowledge of Australian Curriculum and strong repertoire of research-based, data driven teaching strategies effective in engaging all learners.</p>	<ul style="list-style-type: none"> • Leadership team engaged in classrooms through coaching and mentoring cycles. • Continuing Professional Learning (CPL) focussed on reading as a cross curricula capability.
<p>Parent and Community Partnerships</p> <p>Encourage active participation of parents and the wider community in supporting learners both in the classroom and at home.</p>	<ul style="list-style-type: none"> • Continuing Professional Development was offered weekly to teacher aides to increase their repertoire of strategies in relation to the teaching of reading. • This has seen positive growth in A-C reporting for English. • Leadership team working across the school to continue improving the skills of teachers and teacher aides. • GPS processes focussed on improvement and personalising learning for all students.
<p>Positive Wellbeing</p> <p>Foster a positive school environment within and amongst the school community where every member feels valued and supported.</p>	<ul style="list-style-type: none"> • PBL continued to guide our practice. • Book Club continued to focus on Positive Well-being. A cross section of staff participated. • Some staff attended the Positive Well-being Conference. Planning for the 2019 implementation of UR Strong program.
<p>Parent Community Partnerships</p> <p>Enrich literacy skills and knowledge to encourage active participation of parents and the wider community in supporting learners both in the classroom and at home.</p>	<ul style="list-style-type: none"> • Two parent Professional Development sessions were offered to Prep parents for both reading and sight words. • Parent sessions were offered prior to Life Education sessions taking place at the school.

In the early hours of Tuesday 16 October 2018, a fire event caused extensive damage to our school. Six classrooms and a Music room were destroyed and the school was closed for 1 day. On Wednesday 17 October, our whole school relocated to Balmoral State High School where classes resumed. Our students returned to Morningside State School on Tuesday 23 October and temporary accommodation was provided for the classrooms that had been destroyed. Music lessons were conducted out of the Milperra room for the remainder of the 2018 school year.

Despite the tragedy, the support from the whole school, local and educational community was amazing and their strength and care for our students and staff will always be greatly appreciated. Our 'Fangtastic Fete' was a huge success at

Balmoral State High School and lifelong connections and partnerships were established with Balmoral and other local schools.

In 2019, our school community will need to review our school Master Plan, undertake a new building program, rebuild a Heritage listed building and replace student, staff and school resources lost in the fire.

Future outlook

Improvement priority: Literacy – Reading and Writing

Strategy: Continue to Develop an Expert Teaching Team to Develop High Student Literacy Outcomes			
Actions	Targets	Timelines	
Continue to review Pedagogical Framework and update as needed.	<i>At the end of Semester 2, 90% of students achieving A-C standard for English.</i>	Terms 1 - 4	
Continue to embed MSS Assessment, Data and Reporting Framework.		Terms 1 - 4	
Implement MSS Data Framework including analysis of student outcomes through data discussions or collaborative data inquiry processes.		Terms 1 - 4	
Update Data Wall.		Terms 1 - 4	
Develop consistent approaches to goal setting aligned to school based curriculum priority areas and resources.		Yr 3 & 5 NAPLAN Reading <i>95% of eligible students at or above NMS (National Minimum Standard) and 70% in U2B (Upper Two Bands)</i>	Terms 1 - 4
Continue to support teacher's knowledge and understanding of Australian Curriculum and Literacy Continuum through collaborative planning sessions, Moderation and Curriculum Check-ins		Terms 1 - 4	
Continue to centralise literacy resources to create a 'Literacy Hub' on Policy and Procedures OneNote.			
Review Spelling Mastery Program.		Term 3	
Continue to offer CPL (Continuous Professional Learning) to all staff as reflected through their Professional Development Plan		Terms 1 - 4	
Implement literacy intervention practices and investigate further practices for years 3 – 6.		Year 3 NAPLAN Writing <i>95% of eligible students at or above NMS and 60% in U2B</i>	Term 2
Explore opportunities for teachers to "Watch Others Work".	Terms 1 - 4		
Continue to support extra-curricular extension activities.	Year 5 NAPLAN Writing <i>95% of eligible students at or above NMS and 50% in U2B.</i>	Terms 1 - 4	

Improvement priority: Creative and Critical Thinking

Strategy: Create a Culture of Creative and Critical Thinking		
Actions	Targets	Timelines
Investigate opportunities to establish a culture of creative and critical thinking through teacher professional learning.	<i>Teacher professional learning community established and evidenced in classroom planning and activities.</i>	Terms 2 - 4
Investigate opportunities to embed creative and critical thinking in Key Learning Areas.		Terms 2 - 4
Continue to support extra-curricular extension activities.	<i>Extra-curriculum extension activities supported.</i>	Terms 1 - 4

Improvement priority: Parent and Community Partnerships

Strategy: Encourage active participation of parents and the wider community in supporting learners both in the classroom and at home		
Actions	Targets	Timelines
Continue to embed Parent and Community Engagement Framework.	<i>Positive parent and community partnerships evidenced in School Opinion Survey data.</i>	Terms 1 - 4
Align school and P&C Priorities		Term 1
Link Environment Club with Curriculum		Terms 1 - 2
Continue to implement Active School Travel		Terms 1 - 4
Continue to support parent communication through the employment of a Parent Communication Teacher Aide.		Terms 1 - 4

Continue to support Student Voice within the school (School Leaders, School Ambassadors, Eco Marines)		Terms 1 - 4
Continue to update and implement the Responsible Behaviour Plan		Terms 1 - 4
Establish networks with GLC schools to support teacher professional learning opportunities and student learning.		Terms 1 - 4
Continue to support transition to Prep and High School programs.		Term 4
Continue to collaboratively work with outside agencies to support students.		Terms 1 - 4
Strategy: Classrooms and Grounds Fire Rectification Work		
Actions	Targets	Timelines
Continue to replace resources destroyed by the fire.	<i>Resources replaced.</i>	Terms 1 - 2
Collaboratively work with EQ Infrastructure and school community to rebuild school buildings damaged in the fire.	<i>Master Plan reviewed</i>	Terms 1 - 4
Collaboratively work with the school community and Department of Education to re-establish the Master Planning Process.	<i>Opportunities for community consultation in new building and B Block rebuild.</i>	Terms 1 - 4

Improvement priority: Positive Wellbeing and Global Citizenship

Strategy: Foster a positive school environment within and amongst the school community where every member feels valued and supported.		
Actions	Targets	Timelines
Implement UR Strong Program	<i>URStrong Program fully implemented.</i>	Term 2 - 4
Continue to embed Well-Being Framework for students and Staff		Term 1 - 4
Provide Induction Program for new staff and beginning teachers.		Term 1 - 4
Continue to embed and promote the Positive Behaviour for Learning program	<i>All students and staff supported.</i>	Term 1 - 4
Strategy: Develop Global Citizenship through Cultural Understanding		
Host Japanese Study Tours	<i>Increased student cultural understanding.</i>	Term 1
Implement LOTE from P-Year 6		Terms 1 - 4
Continue lunch time J Clubs		Terms 1 - 4
Strategy: Implement Digital Technology Curriculum		
Implement the Digital Technology Curriculum	<i>Digital Technology curriculum implemented and other student opportunities explored.</i>	Terms 1 - 4
Establish a technology replacement schedule		Term 1

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	433	453	471
Girls	200	218	222
Boys	233	235	249
Indigenous	21	30	31
Enrolment continuity (Feb. – Nov.)	95%	93%	94%

Notes:

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

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

Characteristics of the student body

Overview

Located on the south side of Brisbane, our Prep to Year 6 student enrolments are predominantly drawn from the suburbs of Morningside and Hawthorne.

The student population is unique, combining a rich blend of socio-economic and culturally diverse elements. Students are organised into a combination of multi-age class groupings and traditional class groupings.

Parents and the community are welcomed and encouraged to contribute to the school's decision-making process through the Parents & Citizens Association. Morningside State School enjoys a significant level of voluntary help within classrooms, as well as environmental supporters. The level of parent commitment to improving the social, academic and physical features at the school is wonderful.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	22
Year 4 – Year 6	27	25	26
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 school focus. During 2018, we offered a large range of distinctive curriculum offerings that enhanced teaching and learning in individual subjects. These included:

- Early Literacy Intervention Programs for students in Prep, Year 1 and Year 2. These programs included:
 - ✓ Early Literacy Foundations (ELF)
 - ✓ Phonological Awareness for Literacy (PAL)
 - ✓ Phonological and Metalinguistic Program (PMAP)
 - ✓ Read It Again
- Extension Literacy Programs included:
 - ✓ RISE Reading
 - ✓ Writers' Club
 - ✓ Book Club
- Extension and Intervention programs in Years 3 and 5 in anticipation of NAPLAN.
- Participation in the ICAS Competitions (Years 3 to 6) in the areas of English, Mathematics, Science and Digital Technologies skills.
- A range of excursions and incursions connecting learning to the real world.
- A twice-yearly swimming program (Years 1 – 6) and term 4 swimming for Prep in our own facility as part of the Health and Physical Education curriculum.
- A Recognition and Response Team (Guidance Officer, Support Teacher Literacy and Numeracy, classroom teacher Deputy Principal and Principal) overseas appropriate interventions that may need to be adopted to ensure all children can learn to the best of their ability. Every child, every day, every lesson.

Co-curricular activities

- Tangalooma Ecomarines Student Ambassador Program.
- Camping program for Years 4 and 5 which, through outdoor experiences, aims to nature and sustain the development of a range of social and leadership skills, and challenges students to be the best they can be.
- Canberra Leadership experience for students in Year 6.
- Year 6 Leadership program presented fortnightly by the Deputy Principal.
- Japanese Ambassador Program.
- Japanese Study Tours – Host school and host families as well as a Japanese Festival.
- Strong Music program including Instrumental Music with Band Camps for Year 4 to Year 6 as well as Beginner and Continuing Ukulele Bands and a Choir.
- An award winning Cheer Squad.
- Successful Friday Options program for Year 4 to Year 6.
- Strong swimming club known as the Morningside Flyers, which provides squad training and competitive club nights.
- Opportunities for outside hours school coaching in swimming, tennis, soccer, Cheer, Tae Kwon Do using school facilities.
- After school hours Environment Club with fantastic community support.
- Homework Club.

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:

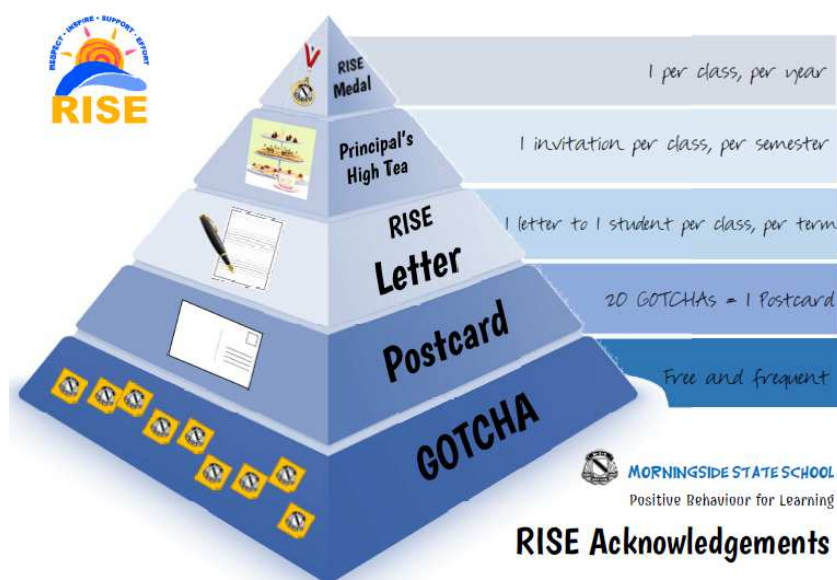
- Internet connected desktop and laptop computers in all learning spaces.
- A computer laboratory located in the library that allows whole class access to the internet.
- A range of mobile devices including laptops and iPads in Prep – Year 6.
- Access to Mathletics and Reading Eggs/Eggspress throughout 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’.
- Recording devices for students to develop oral language and reading skills.
- Use of online learning environments to promote a variety of learning experiences.
- Code Club.

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 engage students and personalize learning. We promote curiosity and exploration when working digitally.

Social climate

Overview

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 continues with a comprehensive PBL R.I.S.E. Program and Responsible Behaviour Plan for Morningside State School, which comprises the policies and procedures relevant to managing 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 High 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	98%	97%
• this is a good school (S2035)	93%	96%	96%
• their child likes being at this school* (S2001)	98%	96%	96%
• their child feels safe at this school* (S2002)	96%	96%	99%
• their child's learning needs are being met at this school* (S2003)	93%	93%	96%
• their child is making good progress at this school* (S2004)	91%	93%	97%
• teachers at this school expect their child to do his or her best* (S2005)	96%	96%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	96%	97%
• teachers at this school motivate their child to learn* (S2007)	89%	94%	97%
• teachers at this school treat students fairly* (S2008)	98%	93%	94%
• they can talk to their child's teachers about their concerns* (S2009)	93%	95%	97%
• this school works with them to support their child's learning* (S2010)	91%	93%	95%
• this school takes parents' opinions seriously* (S2011)	87%	88%	91%
• student behaviour is well managed at this school* (S2012)	89%	82%	86%
• this school looks for ways to improve* (S2013)	94%	89%	93%
• this school is well maintained* (S2014)	89%	87%	92%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	100%	98%
• they like being at their school* (S2036)	94%	100%	98%
• they feel safe at their school* (S2037)	93%	99%	96%
• their teachers motivate them to learn* (S2038)	100%	100%	96%
• their teachers expect them to do their best* (S2039)	98%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	99%	95%
• teachers treat students fairly at their school* (S2041)	91%	97%	89%
• they can talk to their teachers about their concerns* (S2042)	94%	95%	92%
• their school takes students' opinions seriously* (S2043)	92%	89%	87%
• student behaviour is well managed at their school* (S2044)	90%	94%	85%
• their school looks for ways to improve* (S2045)	97%	95%	98%
• their school is well maintained* (S2046)	95%	98%	91%
• their school gives them opportunities to do interesting things* (S2047)	95%	98%	95%

Percentage of students who agree# that:	2016	2017	2018
---	------	------	------

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	87%	92%
• they feel that their school is a safe place in which to work (S2070)	98%	91%	92%
• they receive useful feedback about their work at their school (S2071)	87%	75%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	91%	96%
• students are encouraged to do their best at their school (S2072)	95%	96%	100%
• students are treated fairly at their school (S2073)	91%	83%	92%
• student behaviour is well managed at their school (S2074)	87%	56%	64%
• staff are well supported at their school (S2075)	87%	62%	69%
• their school takes staff opinions seriously (S2076)	89%	67%	73%
• their school looks for ways to improve (S2077)	98%	87%	98%
• their school is well maintained (S2078)	98%	87%	92%
• their school gives them opportunities to do interesting things (S2079)	89%	74%	85%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 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 support school environment focussed on achievement.

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

- Konnective school app that gives push notifications, calendar of events and school news.
- Formal reporting to parents. Face to face parent/teacher interviews are offered twice a year and written report cards are sent home to parents at the end of each Semester. We have an open door policy and parents are always welcome to meet with staff to discuss student progress.
- Staff communication with parents in a variety of modes including electronically with weekly or fortnightly newsletters.
- 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 for fundraising initiatives that directly affects all students within our school. They are proactive and provide assistance with facilities management and development of school based procedures and processes.

We have a Special Education Program (SEP) associated with the school, with Inclusion being our focus. We also differentiate for students whose needs might not fall under those disabilities funded by Education Queensland. We ensure children have appropriate Individual Curriculum Plans or Individual Education Programs to ensure they can access the Australian Curriculum.

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.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. Biannually, the school hosts the Life Education Van. As this is a pivotal curriculum item, the expense is covered by the school.

Morningside State School is a Positive Behaviour for Learning school. As such, we explicitly teach positive ways to solve problems and respond to difficult situations. Each week specific focus is placed on key behaviour to assist students in making appropriate choices, both within and outside of the classroom. Students are also taught to report instances of behaviour that are considered inappropriate within the school and beyond.

Responses to inappropriate behaviour could be any of the following:

- Playground Plan.
- Playroom.
- Individualised support in the playground.
- Use of supportive spaces.
- Or more formal consequences including suspension.

We also have a School Chaplain who assists children, in line with Chaplaincy Guidelines.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	17	20	23
Long suspensions – 11 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Our parents offer an Environmental Club, which oversees the gardens in the school as well as encouraging more sustainable ways of operating. We participated in the Brisbane City Council Environment Education Program and we are members of the Earth Smart Schools Program. Morningside is also part of the Tangalooma Eco Marines Ambassador program and participated in the Brisbane City Council's 'Walking Wheeling Wednesday' program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	221,268	165,955	221,229
Water (kL)	1,552	1,677	2,537

Note:

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

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

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three dropdown menus for filtering results: "School sector", "School type", and "State".

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

The screenshot shows a button labeled "View School Profile" with a red border and a red shadow.

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

The screenshot shows a navigation menu with several options: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" option is highlighted with a red background.

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	36	26	0
Full-time equivalents	29	16	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	8
Bachelor degree	24
Diploma	2
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$19 698.00

The major professional development initiatives are as follows:

- Whole school focus on Literacy as a General Capability.
- Sharp, narrow focus on Reading that included the continuation of successful Intervention Programs in Prep, Year 1 and Year 2.
- CPL sessions for both teachers and teacher aides.
- Year level planning and moderation (+ TRS)
- GPS: Case Management (+TRS)
- Positive Behaviour for Learning.
- Queensland Association of State School Principals Conference attended by Principal and Deputy Principal.
- Curriculum Leaders Forums attended by Head of Curriculum, Master Teacher, Head of Special Education Services.
- School Leadership Team Cluster Initiatives.
- Coach and Mentor Training.

- Mandated training.
- Use of ICT to access the curriculum, especially for Students with a Disability.

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	93%	91%	91%

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

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

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

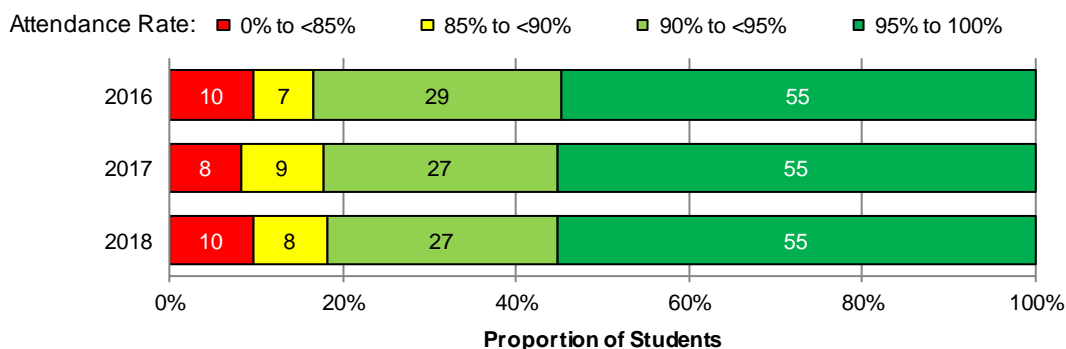
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	93%	93%	94%	Year 7			
Year 1	95%	94%	92%	Year 8			
Year 2	95%	95%	93%	Year 9			
Year 3	92%	94%	94%	Year 10			
Year 4	93%	93%	94%	Year 11			
Year 5	93%	94%	93%	Year 12			
Year 6	94%	95%	94%				

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

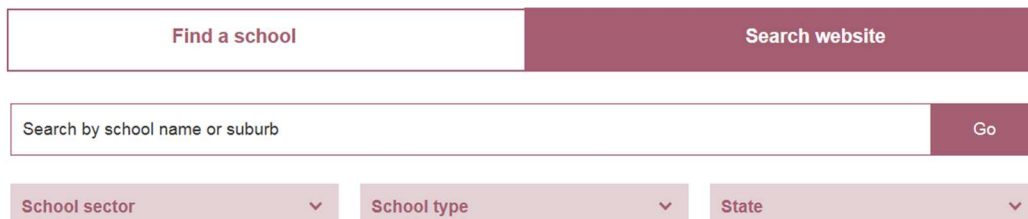
Rolls are marked twice daily by the class teacher. An absentee line is managed each morning and teachers are notified via email of student absences emailed to the office. The school continued with the implementation of SMS notification and this has assisted with the follow up of unexplained absences. Parents are required to sign their children in an out of the school for part day attendance. The office is alerted by the teacher if students have unexplained absences 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/s as required.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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



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



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



Notes:

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

Conclusion

2018 proved to be a successful year at Morningside. Congratulations to the wonderful students, our supportive families and talented staff. We look forward to a fantastic 2019!