



Morningside State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.

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.

A special assembly was held on 16 October 2019 to acknowledge the one year anniversary of the devastating 2018 fire. The community was invited to view the beautifully restored B Block and our children celebrated with a large slide on the oval. The master plan was reviewed and concept plans for the new building were developed. All learning resources destroyed in the fire were replaced.

The school and P&C partnered together on several projects to enhance the school environment. These included updates to the Prep playground areas, school ANZAC Memorial and the front entrance to the school.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	453	471	461
Girls	218	222	221
Boys	235	249	240
Indigenous	30	31	26
Enrolment continuity (Feb. – Nov.)	93%	94%	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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	23	22	22
Year 4 – Year 6	25	26	24
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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12.

Morningside State School delivered the Australian Curriculum through C2C resources that were differentiated for our cohort. The teaching of Key Learning Areas was in line with recommended time allocations. The use of Explicit Instruction continued to be a school focus. During 2019, 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) to oversee 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.

We also began to explore 'A Culture of Thinking' and used Thinking Routines in the delivery of the curriculum.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. At Morningside State School, we offered:

- 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.
- Japanese lunch time clubs.
- 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.
- Code Club.
- Talent show.
- Writer's and Book Club.
- Community ANZAC Day march.
- STEAM Masterclasses at Balmoral SHS
- Maths Challenge at Balmoral SHS

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area.

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 to support group and independent learning.
- A Green Room located in the school library.
- 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.

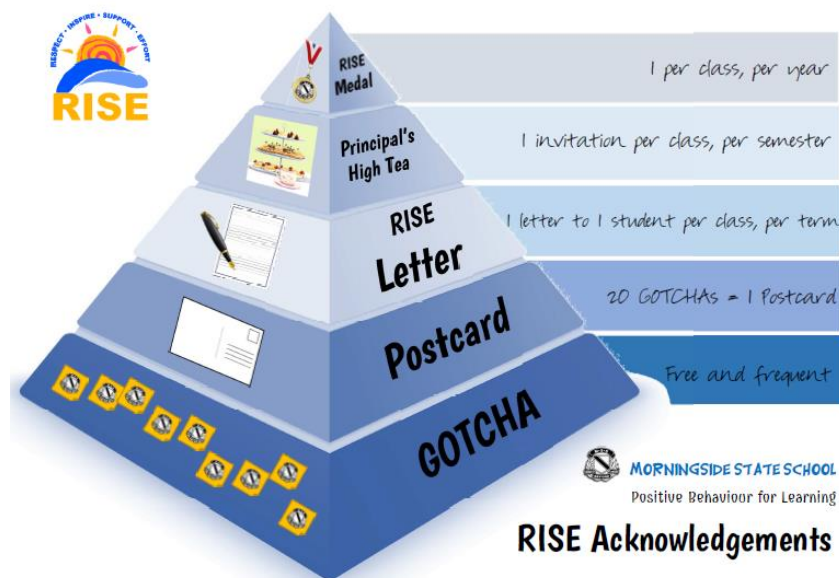
We use ICT to achieve learning goals and students and teachers select tools and resources to meet their teaching and learning needs. ICT are acknowledged as support resources to help engage students and personalize learning. We promote curiosity and exploration when working digitally. A Digital Technology Mentor is employed two days a week to support classroom teachers.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

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 continued with a comprehensive PBL R.I.S.E. Program and Responsible Behaviour Plan, which comprises the policies and procedures relevant to managing aspects of school climate.



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:	2017	2018	2019
• their child is getting a good education at school (S2016)	98%	97%	96%
• this is a good school (S2035)	96%	96%	96%
• their child likes being at this school* (S2001)	96%	96%	96%
• their child feels safe at this school* (S2002)	96%	99%	94%
• their child's learning needs are being met at this school* (S2003)	93%	96%	96%
• their child is making good progress at this school* (S2004)	93%	97%	96%
• teachers at this school expect their child to do his or her best* (S2005)	96%	99%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	97%	98%
• teachers at this school motivate their child to learn* (S2007)	94%	97%	96%
• teachers at this school treat students fairly* (S2008)	93%	94%	96%
• they can talk to their child's teachers about their concerns* (S2009)	95%	97%	100%
• this school works with them to support their child's learning* (S2010)	93%	95%	96%
• this school takes parents' opinions seriously* (S2011)	88%	91%	98%
• student behaviour is well managed at this school* (S2012)	82%	86%	88%
• this school looks for ways to improve* (S2013)	89%	93%	96%
• this school is well maintained* (S2014)	87%	92%	88%

* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	98%	94%
• they like being at their school* (S2036)	100%	98%	95%
• they feel safe at their school* (S2037)	99%	96%	95%
• their teachers motivate them to learn* (S2038)	100%	96%	92%
• their teachers expect them to do their best* (S2039)	98%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	95%	95%
• teachers treat students fairly at their school* (S2041)	97%	89%	75%
• they can talk to their teachers about their concerns* (S2042)	95%	92%	89%
• their school takes students' opinions seriously* (S2043)	89%	87%	80%
• student behaviour is well managed at their school* (S2044)	94%	85%	83%
• their school looks for ways to improve* (S2045)	95%	98%	95%
• their school is well maintained* (S2046)	98%	91%	91%
• their school gives them opportunities to do interesting things* (S2047)	98%	95%	88%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	87%	92%	100%
• they feel that their school is a safe place in which to work (S2070)	91%	92%	93%
• they receive useful feedback about their work at their school (S2071)	75%	88%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	96%	78%
• students are encouraged to do their best at their school (S2072)	96%	100%	100%
• students are treated fairly at their school (S2073)	83%	92%	88%
• student behaviour is well managed at their school (S2074)	56%	64%	80%
• staff are well supported at their school (S2075)	62%	69%	90%
• their school takes staff opinions seriously (S2076)	67%	73%	90%
• their school looks for ways to improve (S2077)	87%	98%	98%
• their school is well maintained (S2078)	87%	92%	90%
• their school gives them opportunities to do interesting things (S2079)	74%	85%	90%

* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes.

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 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

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

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.

In 2019, Morningside State School implemented the URStrong program from Prep to Year 6. URSTRONG is a whole-school strategy that empowers children with friendship skills to create cultures of kindness in schools.

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	2017	2018	2019
Short suspensions – 1 to 10 days	20	23	22
Long suspensions – 11 to 20 days	0	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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	165,955	221,229	224,805
Water (kL)	1,677	2,537	3,069

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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 My School search interface. It features a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown menu.

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

A rectangular button with a thin border and the text "View School Profile" centered inside.

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

The screenshot shows the My School navigation bar. It is a dark red horizontal bar with several menu items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a white 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	24	0
Full-time equivalents	30	16	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

The major professional development initiatives during the year were:

- A Culture of Thinking.
- CPL sessions for both teachers and teacher aides.
- Year level planning and moderation.
- GPS: Case Management.
- Positive Behaviour for Learning and other Behaviour workshops.

- Queensland Association of State School Principals Conference attended by Principal and Deputy Principal.
- Curriculum Forums attended by Head of Curriculum and Principal.
- Mentor Training.
- Mandated training.
- Use of ICT to access the curriculum.
- Inclusion.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	91%	91%	87%

* 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	2017	2018	2019
Prep	93%	94%	94%
Year 1	94%	92%	94%
Year 2	95%	93%	93%
Year 3	94%	94%	93%
Year 4	93%	94%	95%
Year 5	94%	93%	94%
Year 6	95%	94%	93%

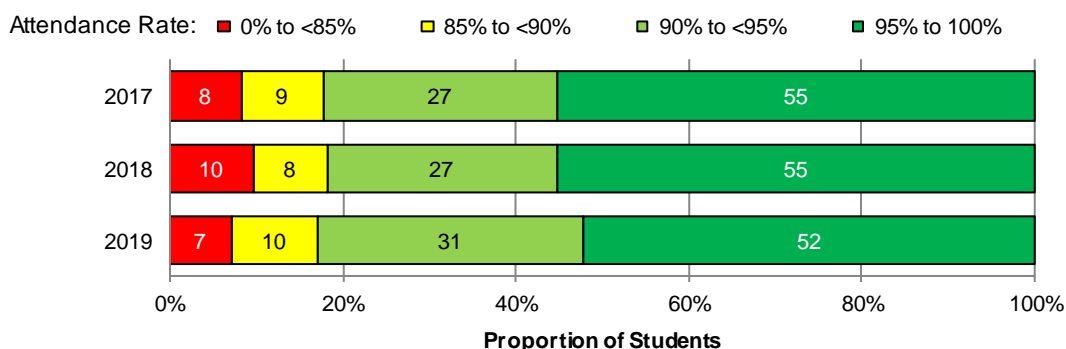
Year level	2017	2018	2019
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.

Search by school name or suburb School sector School type State

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.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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.