



Morningside State School

School annual report

Queensland state school reporting

2020



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School context

Coeducational or single sex Coeducational

Independent Public School No

Year levels offered in 2020 Prep Year – Year 6

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	80	75	81	77	72	81
Year 1	56	75	78	54	74	80
Year 2	86	54	70	85	51	67
Year 3	68	78	51	67	77	49
Year 4	79	72	74	78	70	72
Year 5	42	72	70	46	72	70
Year 6	60	46	72	64	45	74
Total	471	472	496	471	461	493

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	22	22	23
Year 4 – Year 6	26	24	27

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	97.4%	96.0%	
This is a good school.	96.1%	96.0%	
My child likes being at this school. ²	96.2%	96.0%	
My child feels safe at this school. ²	98.7%	94.0%	
My child's learning needs are being met at this school. ²	96.2%	96.0%	
My child is making good progress at this school. ²	97.4%	96.0%	
Teachers at this school expect my child to do his or her best. ²	98.7%	98.0%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	97.4%	98.0%	
Teachers at this school motivate my child to learn. ²	97.4%	96.0%	
Teachers at this school treat students fairly. ²	93.5%	96.0%	
I can talk to my child's teachers about my concerns. ²	97.4%	100.0%	
This school works with me to support my child's learning. ²	94.9%	95.9%	
This school takes parents' opinions seriously. ²	90.8%	97.8%	
Student behaviour is well managed at this school. ²	85.9%	88.0%	
This school looks for ways to improve. ²	93.3%	95.7%	
This school is well maintained. ²	92.3%	88.0%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree¹ that:	2018	2019	2020
I am getting a good education at my school.	97.6%	93.8%	
I like being at my school. ²	98.4%	95.4%	
I feel safe at my school. ²	96.1%	95.3%	
My teachers motivate me to learn. ²	96.1%	92.4%	
My teachers expect me to do my best. ²	100.0%	100.0%	
My teachers provide me with useful feedback about my school work. ²	95.3%	95.3%	
Teachers at my school treat students fairly. ²	89.0%	75.0%	
I can talk to my teachers about my concerns. ²	91.9%	88.7%	
My school takes students' opinions seriously. ²	86.6%	80.0%	
Student behaviour is well managed at my school. ²	85.0%	83.1%	
My school looks for ways to improve. ²	97.6%	95.4%	
My school is well maintained. ²	91.3%	90.6%	
My school gives me opportunities to do interesting things. ²	95.3%	87.7%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree¹ that:	2018	2019	2020
I enjoy working at this school.	91.7%	100.0%	
I feel this school is a safe place in which to work.	91.7%	92.5%	
I receive useful feedback about my work at this school.	87.5%	95.0%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	96.4%	78.3%	
Students are treated fairly at this school.	91.7%	87.5%	
Student behaviour is well managed at this school.	63.8%	80.0%	
Staff are well supported at this school.	68.8%	90.0%	
This school takes staff opinions seriously.	72.9%	89.7%	
This school looks for ways to improve.	97.9%	97.5%	
This school is well maintained.	91.7%	90.0%	
This school gives me opportunities to do interesting things.	85.4%	90.0%	

Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

In 2020, the Department of Education conducted a “Pulse Survey” to gather information

Parents/Caregivers were asked to think about learning arrangements during weeks 1 to 5 of Term 2, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey-item	Morningside	Queensland	Metro
	Agreements	Agreements	Region
I received communication and instruction from the school and teachers.	97.9%	91%	92%
Teachers were available to support my child with their lessons.	88.0%	85%	85%
Resources provided by the school were useful for me and my child while learning from home.	91.2%	85%	86%
My child found real-time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	78.9%	77%	78%
My child found pre-recorded videos and lessons, including on television useful.	91.0%	84%	84%
My child found online textbooks, workbooks or worksheets useful.	89.7%	85%	86%
My child found paper-based books, workbooks or worksheets useful.	95.7%	90%	90%
My child found online education websites and apps useful.	96.6%	87%	88%
My school provided me useful information on how my child will stay COVID safe while at school.	96.6%	91%	92%
My school provided me useful information on changes to usual school routines (e.g. changes to drop off/pick-up points, staggered lunch-breaks etc).	98.9%	91%	93%
My child was supported to return to school and continue their lessons.	97.8%	93%	94%

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey-item	Morningside	Queensland	Metropolitan
	Agreements	Agreements	Region
My child likes being at this school.	96.6%	93%	94%
My child feels safe at this school.	95.5%	93%	94%
My child's learning needs are being met at this school.	96.6%	89%	90%
My child is making good progress at this school.	95.5%	90%	91%
Teachers at this school expect my child to do his or her best.	100.0%	96%	96%
Teachers at this school provide my child with useful feedback about his or her school work.	95.3%	88%	88%
Teachers at this school motivate my child to learn.	98.9%	90%	90%
Teachers at this school treat students fairly.	96.6%	88%	90%
I can talk to my child's teachers about my concerns.	97.7%	92%	92%
This school works with me to support my child's learning.	97.7%	88%	88%
This school takes parents' opinions seriously.	97.6%	84%	85%
Student behaviour is well managed at this school.	88.6%	84%	87%
This school looks for ways to improve.	98.9%	90%	91%
This school is well maintained.	95.5%	94%	95%
This is a good school.	97.7%	93%	94%

Students were asked to think about learning arrangements during weeks 1 to 5 of Term 2, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey-item	Morningside	Queensland	Metropolitan
	Agreements	Agreements	Region
My teacher(s) explained what was required with my school work.	92.3%	88%	89%
My teacher(s) was available to help me with my school work when I needed it.	87.9%	80%	81%
I found real-time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	87.5%	75%	77%
I found pre-recorded videos and lessons, including on television useful.	82.8%	78%	79%
I found online textbooks, workbooks or worksheets useful.	85.6%	81%	83%
I found paper textbooks, workbooks or worksheets useful.	86.5%	81%	79%
I found online educational websites and apps useful.	82.2%	82%	84%
My school gave me useful information on how to stay COVID safe while at school.	93.6%	84%	84%
My school supported me to return to classroom learning.	89.3%	86%	87%

Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey-item	Morningside	Queensland	Metropolitan Region
I like being at my school.	90.1%	85%	87%
I feel safe at my school.	87.6%	88%	90%
My teachers motivate me to learn.	96.6%	91%	91%
My teachers expect me to do my best.	99.0%	97%	97%
My teachers provide me with useful feedback about my school work.	97.5%	91%	92%
Teachers at my school treat students fairly.	87.2%	83%	84%
I can talk to my teachers about my concerns.	83.3%	79%	79%
My school takes students' opinions seriously.	84.8%	78%	79%
Student behaviour is well managed at my school.	77.3%	77%	79%
My school looks for ways to improve.	91.5%	90%	91%
My school is well maintained.	82.6%	88%	89%
My school gives me opportunities to do interesting things.	92.5%	88%	89%
This is a good school.	90.6%	89%	91%

All staff were asked to think about the department's overall response to the COVID-19 pandemic this year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey-item	Morningside Agreement	Queensland Agreement	Metropolitan Region Agreement
I felt supported in my role.	95.7%	86%	86%
I understood my roles and responsibilities.	100.0%	93%	93%
Communication from the department was clear and timely.	100.0%	85%	85%
I was informed about the impacts to my school.	97.9%	90%	90%
My school provided adequate supply of hygiene and cleaning resources such as soap and hand sanitiser.	87.2%	84%	84%
Resources were available to support my wellbeing.	93.6%	84%	84%
I knew how to access wellbeing support services.	95.7%	88%	87%
I had access to technology and resources required to do my job.	97.8%	89%	90%
I was able to carry out my role.	100.0%	94%	94%

Teaching staff were asked to think about learning arrangements during weeks 1 to 5 of Term 2, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey-item	Morningside Agreement	Queensland Agreement	Metropolitan Region Agreement
Support was available for student safety and wellbeing.	96.7%	91%	90%
Support was provided to ensure inclusive learning practices could be maintained.	100.0%	86%	86%
I found teaching using real-time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	DW	74%	76%
I found teaching using pre-recorded videos and lessons, including on television useful.	95.0%	82%	85%
I found teaching using online textbooks, workbooks or worksheets useful.	100.0%	84%	86%
I found teaching using paper textbooks, workbooks or worksheets useful.	84.2%	79%	79%
I found teaching using online educational websites and apps useful.	95.7%	88%	91%
I found online learning platforms positively influenced students' engagement in lessons.	73.1%	72%	75%
I was confident conducting learning using online channels.	90.9%	81%	82%
I was confident supporting students to learn through online channels.	90.5%	78%	80%
I was confident preparing digital resources for students' learning from home.	96.2%	85%	87%
I was confident preparing paper-based resources for students' learning from home.	92.3%	92%	92%
I was confident developing curriculum plans and resources that can be used for learning from home or supervision at school.	93.3%	92%	92%
I was confident creating a plan for ensuring that all students have access to resources for learning from home.	93.3%	84%	85%
I was confident transitioning students from learning from home to classroom-based instruction.	100.0%	88%	90%

Teaching staff were asked to indicate which teaching methods they plan to use in the future:

Survey-item	Morningside Agreement	Queensland Agreement	Metropolitan Region Agreement
Real-time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw	20.0%	29%	32%
Pre-recorded videos and lessons, including on television	33.3%	38%	41%
Online textbooks, workbooks or worksheets	53.3%	52%	54%
Paper textbooks, workbooks or worksheets	66.7%	57%	54%
Online educational websites and apps	80.0%	72%	76%
None of the above	6.7%		

All staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey-item	Morningside Agreement	Queensland Agreement	Metropolitan Region Agreement
I feel this school is a safe place in which to work.	95.7%	92%	92%
This school looks for ways to improve.	97.9%	92%	92%
I have access to quality professional development.	89.1%	86%	87%
I can access necessary information and communication technologies to do my job at my school.	97.7%	92%	92%
The wellbeing of employees is a priority for my school.	93.3%	83%	84%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	84.6%	85%	84%
This is a good school.	100.0%	93%	94%

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	23	22	4
Long Suspension	0	0	0
Exclusion	0	0	0
Total	23	22	4

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised 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 a search interface with a text input field labeled "Search by school name or suburb". To the right are three dropdown menus labeled "School sector", "School type", and "State", followed by a magnifying glass search icon.

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

[View School Profile](#)

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



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances" (which is highlighted), "VET in schools", "Senior secondary", and "Schools map".

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of 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 link:

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

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	36	36	37	26	24	22			<5
FTE	29	30	30	16	16	16			<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	94%	94%	93%

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Prep Year	94%	94%	93%
Year 1	92%	94%	92%
Year 2	93%	93%	93%
Year 3	94%	93%	92%
Year 4	94%	95%	91%
Year 5	93%	94%	93%
Year 6	94%	93%	93%

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.



The screenshot shows a search interface with a dark red header. On the left is 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 positioned to the right of the "State" dropdown.

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

[View School Profile](#)

4. Click on *NAPLAN* and select a year to view school NAPLAN information.



The screenshot shows a dark red navigation menu with several items: "School profile", "NAPLAN" (which is highlighted with a white background and a small downward arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "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.