



Mourilyan State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Mourilyan State School was established in 1908. The school serves a community that is involved in the cane and banana industries as well as in the trades and services provided in the nearby provincial centre of Innisfail.

The school prides itself on maintaining the atmosphere of a 'country school' while upholding excellent academic standards and high expectations of its students.

Mourilyan State School's parent community is comprised of a broad cross-section of occupations and cultural groupings. The student population reflects the social and cultural diversity of the community. There are seven classes, one of each year level from Prep to Year 6. Teachers address all learning areas of the Australian Curriculum and students are grouped within and across classrooms to allow teachers and support staff to meet individual needs.

Mourilyan's school community prides itself on enabling all students to achieve their potential in the academic, social, physical, cultural and ethical dimensions of education. *Every student successfully learning and achieving today for ongoing success tomorrow* is the shared school vision. School-wide programs focus on developing DISCIPLINED LEARNERS, THOUGHTFUL CONTRIBUTORS, PROBLEM SOLVERS AND TEAM PLAYERS.

The school's Prep program provides a balance of explicit teacher direction and play-based learning that sets up students for success as they progress through the school. All students are intentionally supported through their learning pathways, including an 8 week Pre-Prep program, annual class orientation activities and a cluster Year 6 Junior Secondary Transition program before moving on to high school.

Maintaining a proactive, organised and collaborative learning culture is fundamental to the well-being of the school. Staff members are enthusiastic, skilled in their areas of responsibility and dedicated to building a safe, vibrant educational community that promotes progressive learning for all. Shared home-school learning expectations are prioritised and parents / carers are encouraged to be actively involved in their children's education. The school plays a key role in the Mourilyan community, being a focal point for communal involvement through Under 8s' Day, performances and the annual fete.



School leaders – Kaden Berryman, Jordan Mauloni, Emma Russell and Ava Cook, with Principal Mrs Susan Hoad

Principal's Foreword

Introduction

This school annual report provides a concise picture of Mourilyan State School in terms of the school and staff profile, curriculum offerings and social climate. The report also includes a snapshot of student performance through a summary of NAPLAN results, and an overview of community, staff and student satisfaction using data from the 2017 school opinion surveys. Additionally, it gives information about student attendance rates and a summary of the processes used to manage non-attendance.

School Progress towards its goals in 2017

Improvement Priority	Actions Taken	Progress
Systematic curriculum delivery	<p>Development of Whole School Curriculum Plan.</p> <p>Strategic organisation of timetables provided additional release time for weekly meetings with teaching pairs.</p> <p>Conducted professional learning with class teachers to extend their understanding and practice with achievement standards, assessment tasks, critical content, lesson sequences and Guides to Making Judgements for their class cohort.</p> <p>Established common curriculum planning template, planning checklist and electronic storage system.</p> <p>Formal moderation processes each term in English.</p>	Completed
Pedagogy	<p>Collaborative development and implementation of a school-wide pedagogical framework.</p> <p>Observation of teachers' practice and coaching with principal.</p> <p>EQ Performance and Development planning.</p> <p>Facilitated professional learning to strengthen staff's knowledge and understanding of explicit instruction and warm ups.</p>	Completed
Staff data literacy skills	<p>Facilitation of 5 weekly data conversations with class teachers involving traffic-lighted spreadsheets from class data sets.</p> <p>Regular analysis of school-wide data during weekly staff meetings.</p> <p>Implementation of Early Start.</p> <p>Monitoring students' progress on the Literacy Continuum.</p> <p>Established data wall to display students' level of achievement in reading.</p> <p>Establishment of OneSchool class markbooks to track student progress with standardised and school based assessments as documented in the school assessment schedule.</p>	Completed
Differentiated Instruction	<p>Allocation of planning days each term for class teachers to collaboratively plan differentiated English units with the school's curriculum leaders.</p> <p>Individual student learning goals in reading, writing and number established and shared with parents during part-teacher interviews.</p> <p>Targeted Tier 2 intervention and support programs implemented before school and in the afternoon blocks.</p> <p>Refined school-wide processes for support personnel to assist class teachers to plan, problem solve and share ideas related to the specific learning needs of students within their class.</p>	Completed

Teaching of reading	Conducted a collaborative inquiry cycle on the teaching of reading.	Completed
School-wide Behaviour Expectations <i>Respect for: Self</i> <i>Others</i> <i>Environment</i> <i>Learning</i>	Reviewed and updated the Responsible Behaviour Plan. Behaviour data presented and discussed during staff meetings. Weekly lessons related to the Personal and Social Capabilities Learning Continuum, 4 school expectations and data. Positive reward systems embedded across all school environments.	Completed

Future Outlook

The key priorities for 2018 include:

1. Implementation of an evidence-based, whole school reading program aligned with school context.
2. Development of consistent, high yield practices for the teaching of writing across the school.
3. Collaborative inquiry to develop a shared Science, Technology, Engineering and Maths (STEM) Plan.
4. Building of high functioning teams to drive success for all.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	162	72	90	12	94%
2016	166	70	96	17	96%
2017	167	70	97	17	98%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The enrolment trends in the school are stable, with 2018 student numbers at 165, which is steady when compared to the previous two years. The student body is comprised of a broad cross-section of cultural groupings, with indigenous students making up around 10% of the total cohort. Students are drawn mainly from the Mourilyan township, and near-by small acreage properties and banana and cane farms. However, there has been a trend for children to travel from Innisfail and other outlying areas, with 30% of students living outside the school's recognised catchment.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	23	23
Year 4 – Year 6	18	26	26
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

A key feature of literacy teaching at Mourilyan State School is the Prep – Year 6 reading program which focusses on the development of oral language, phonological awareness, phonics, vocabulary, fluency and comprehension skills for all students to meet established benchmarks. The program provides instructions at students' level, where teachers and trained teacher aides work with students in small groups for 4 sessions each week. The Spelling Mastery program is used also to teach spelling in Years 1-6, where students are flexibly grouped according to their current level of achievement.

The teaching of all curriculum areas is covered through the delivery of C2C units collaboratively adapted to meet the specific learning needs of each class cohort. Teaching pairs work with a school-based curriculum leader to design units of work and assessment tasks collaboratively to strengthen consistency of concepts and content covered. This helps facilitate a more effective moderation process for students' work against agreed standards.

Explicit instruction is implemented across all year levels to actively involve students in the practice and mastery of key concepts and skills. 'Warm ups' also feature in many curriculum areas. They are structured to move student knowledge from short to long term memory and to promote the automatic recall of concepts and facts.

Co-curricular Activities

The school offers its students a wide variety of extra curricula activities across a range of fields. These include:

- **Performing Arts:** Senior and Junior Choirs, Instrumental Music (available to students in years 3-6 in brass, woodwind and strings, Innisfail Young Performers).
- **Sport:** Interschool Sports (available to students in years 3-6 in netball, touch football, t-ball, softball, cricket, AFL, soccer and league tag) in terms 3 and 4, participation in district sports competition and the opportunity to represent the Peninsula in state-wide carnivals.
- **Student Leadership:** Daradgee Leadership Camp for the school's student leaders and the GRIP Leadership Conference in Cairns.
- **Environmental Education:** Reef Guardians Program which involves all classes removing litter and debris from the ETTY Bay foreshore.
- **Gifted and Talented:** Participation in the International Competitions and Assessments for Schools (ICAS) tests across a range of curriculum areas, and involvement in Opti-minds (co-operative problem solving competition).
- **Camps and Excursions:** Daradgee Environmental Centre for years 3 and 4, Holloways Beach Environmental Education Centre for year 5, and Tinaroo Environmental Education Centre for year 6.
- **Literature:** Premier's Reading Challenge, Book Week activities, Tully Read to Me Day.
- **Student Council:** Free Dress Days, Discos, Obsthathon.

How Information and Communication Technologies are used to Assist Learning

ICTs are integrated into key learning areas across all year levels. All classrooms are fully networked and feature wireless technology. The library computer lab contains 27 computers and provides access for whole class groups. Interactive White Boards are provided in all classrooms, and are used extensively by all teachers in the delivery of the school's regular teaching and learning programs.

Social Climate

Overview

The classrooms at Mourilyan State School are calm, orderly and focused on learning. The application of the school's Responsible Behaviour Plan, and consideration of students' needs in designing and delivering teaching and learning programs, ensures that a positive, safe and productive climate is maintained.



In the playground, students interact freely and appropriately within well-defined behavioural boundaries. In general, older students are concerned with the safety and welfare of younger students and often act as guides and mentors. These positive and supportive peer relationships are enhanced by practices in place such as the 'Prep/Senior Buddy Program' and the 'Friendship Club', which facilitate a strong sense of community and care between our students. Pastoral Care and support for students with complex needs and challenging behaviours is provided by the Chaplain and Guidance Officer, with targeted strategies identified, monitored and reviewed through the school's Student Support Team.

The appointment of a new, permanent principal at the beginning of 2017 was appreciated by the school community after a period of unstable leadership involving seven different principals. A more consistent and collaborative philosophy has refocused the school and has restored community confidence.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	91%	83%	89%
this is a good school (S2035)	100%	83%	89%
their child likes being at this school* (S2001)	100%	83%	89%
their child feels safe at this school* (S2002)	100%	83%	89%
their child's learning needs are being met at this school* (S2003)	91%	75%	89%
their child is making good progress at this school* (S2004)	82%	83%	94%
teachers at this school expect their child to do his or her best* (S2005)	91%	92%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	83%	94%
teachers at this school motivate their child to learn* (S2007)	91%	92%	94%
teachers at this school treat students fairly* (S2008)	91%	75%	83%
they can talk to their child's teachers about their concerns* (S2009)	82%	92%	94%
this school works with them to support their child's learning* (S2010)	91%	75%	89%
this school takes parents' opinions seriously* (S2011)	82%	67%	89%
student behaviour is well managed at this school* (S2012)	82%	83%	89%
this school looks for ways to improve* (S2013)	90%	75%	89%
this school is well maintained* (S2014)	82%	83%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	90%	95%
they like being at their school* (S2036)	100%	80%	90%
they feel safe at their school* (S2037)	100%	90%	97%
their teachers motivate them to learn* (S2038)	100%	90%	98%
their teachers expect them to do their best* (S2039)	100%	92%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	86%	95%
teachers treat students fairly at their school* (S2041)	97%	84%	89%
they can talk to their teachers about their concerns* (S2042)	97%	84%	92%
their school takes students' opinions seriously* (S2043)	94%	88%	87%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
student behaviour is well managed at their school* (S2044)	97%	78%	85%
their school looks for ways to improve* (S2045)	97%	90%	95%
their school is well maintained* (S2046)	100%	88%	95%
their school gives them opportunities to do interesting things* (S2047)	100%	92%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	100%	100%
they feel that their school is a safe place in which to work (S2070)	93%	95%	100%
they receive useful feedback about their work at their school (S2071)	79%	100%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	71%	75%	91%
students are encouraged to do their best at their school (S2072)	93%	95%	100%
students are treated fairly at their school (S2073)	86%	95%	94%
student behaviour is well managed at their school (S2074)	93%	79%	94%
staff are well supported at their school (S2075)	86%	89%	100%
their school takes staff opinions seriously (S2076)	86%	89%	94%
their school looks for ways to improve (S2077)	86%	95%	100%
their school is well maintained (S2078)	71%	74%	78%
their school gives them opportunities to do interesting things (S2079)	93%	89%	94%

* 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

At Mourilyan State School, parents and caregivers are encouraged to be actively involved in their child's education through:

- Discussing individual learning goals and progress during biannual parent-teacher interviews.
- Volunteering to read with students in classes to build 'reading mileage' skills.
- Assisting with sports days and school events.
- Providing voluntary support and supervision during class excursions and camps.
- Becoming involved in school decision making through the P&C Association
- Volunteering in the tuckshop
- Engaging with students through homework and assignments.
- Participating in school information sessions and parent workshops.
- Consultation with parents in the development of Individual Curriculum Plans and Individual Support Provisions to assist students with diverse needs to access and fully participate in learning.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

Proactive programs included:

- Virtue of the Week Bravehearts
- Bullying No Way! Day
- Cyber-Bullying presentation
- Guidance Officer Programs: social skilling with small groups, individual counselling, anxiety support programs, parent support, newsletter articles.
- Chaplain pastoral care
- Daily Friendship Club
- Prep buddy program

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	4	19	6
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

The school continued to implement its Environmental Sustainability Plan. One of the key aspects of this plan is a recycling program in collaboration with the Cassowary Coast Regional Council, which aims to reduce the amount of waste to landfill.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	74,985	4,345
2015-2016	40,964	
2016-2017	79,137	444

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

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 <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

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	13	9	0
Full-time Equivalent	10	7	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	11
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**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 2017 were \$19 020.

The major professional development initiatives are as follows:

- Collaborative planning days and moderation
- Coaching and feedback
- Peer mentoring
- Leadership Development
- Explicit Instruction workshops and school presentations
- Science workshop
- Early Start and Literacy Continuum PD
- Positive behaviour management
- Reading – The Big 6

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	86%	91%

*The student attendance rate 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.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

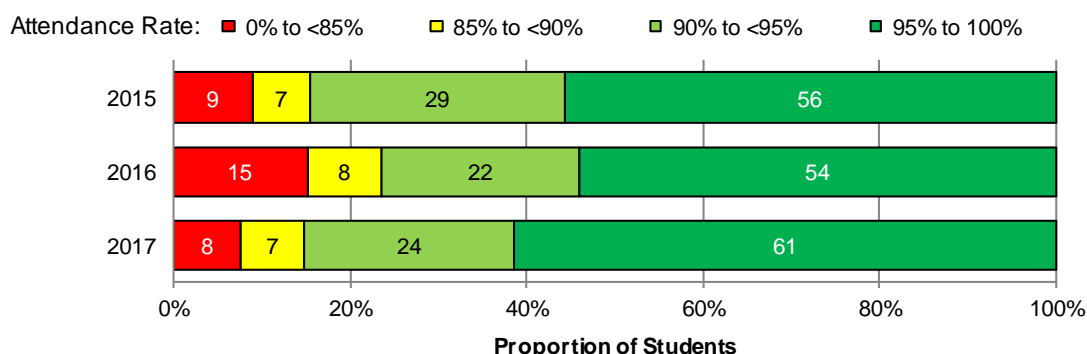
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	97%	95%	94%	93%	94%	92%	94%						
2016	93%	94%	93%	92%	93%	94%	93%						
2017	97%	92%	96%	95%	95%	92%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate 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.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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 a day at the commencement of the school day and after the second lunch break. If a student is absent in the morning and no reason has been provided, the family is sent a pre-set SMS stating that the child is absent and requesting an explanation. Attendance data is monitored and families contacted when there is ongoing absenteeism. The school also utilises the services of the Guidance Officer to support students and families where there are complex issues involved.

NAPLAN

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Conclusion

The 2017 School Improvement Unit review conducted in Term 3 2017, found the following:

School staff articulate a strong personal commitment to the school. The school enjoys a deep commitment from parents with an inter-generational belief that it is a safe, respectful, tolerant and inclusive learning environment. It is highly apparent that staff members build meaningful relationships with students and they genuinely care about students' academic progress and their personal wellbeing. Parents speak highly of school staff members and the progress their child is making.