Mourilyan State School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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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 maintaining excellent academic standards and high expectations of its students.

The Mourilyan 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. Our seven classrooms address all areas of the curriculum and students are grouped both within and across classrooms to allow teachers and support staff to meet individual needs.

The Prep program available at the school provides a balance of explicit teacher direction and play-based learning that sets up students for success as they progress through the school.

The school community prides itself on enabling every student to reach his or her potential in the academic, social, physical, cultural and ethical dimensions of education. School programs are based on our four key priorities of LITERACY, NUMERACY, LEARNING TO LEARN and LEARNING TO GET ALONG. Underpinning much of the planning and operation of the school are the four dimensions of Academic Optimism: Academic Press (High Expectations), Community Trust, Collective Efficacy (believing we make a difference) and Enabling Structures (having programs, routines and procedures in place). The school plays a key role in the community, being a focal point for community involvement through fitness activities and the annual fete.

Principal Rob Fuller, Student Leaders - Abigail Rigano, Reece Doyle, Jeremy Chapman, Chloe Garner, and Councillor Ben Heath

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 2016 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 2016

Improvement Priority	Actions Taken	Progress
Differentiated Instruction	Strategic organisation of timetables and staffing to provide additional release time for collaborative planning Training and mentoring for key school staff co-ordinated with Regional Office personnel Targeted Tier 2 intervention and support programs implemented before school and in the afternoon blocks	Partially completed
Reading	Ability-based reading groups continued to be implemented across all year levels Cars & Stars to be delivered as a whole-class strategy for teaching reading comprehension skills Release time provided for classroom teachers to benchmark all students at below PM Level 30 at least 1 x term Pat-R administered on-line	Completed
Pedagogy	Observations of teachers' practice and coaching EQ Performance and Development planning Professional Development to strengthen staff's knowledge and understanding of Explicit Instruction and Consolidations	Partially completed
Learning to Get along	Implementation of the Responsible Behaviour Plan Behaviour data presented and discussed at staff meetings Positive reward systems embedded in classrooms	Completed
Attendance	Establishment of SMS system to alert families of unexplained absences Attendance data included in staff meeting discussions	

Future Outlook

The key priorities for 2017 include:

1. Develop a new Whole-School Curriculum Framework

2. Refine the school's Teaching and Learning Handbook

3. Refine the P-6 Reading Program including the alignment of extension and intervention programs

4. Build teachers' capabilities in data literacy and differentiated instruction

5. Update the school's Responsible Behaviour Plan to include the embedding of the Personal and Social Capabilities Learning Continuum within all learning areas

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	166	72	94	13	97%
2015*	162	72	90	12	94%
2016	166	70	96	17	96%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

The enrolment trends in the school are stable, with 2017 student numbers at 167, 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	**2014**	**2015***	**2016**
Prep – Year 3	21	25	23
Year 4 – Year 7	20	18	26
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

The school is working towards embedding explicit instruction and consolidations as its signature pedagogies. Consolidations aim to move students' knowledge from short term to long term memory and to develop automaticity in the recall of concepts and facts.

In 2016, a key feature of literacy teaching at Mourilyan State School was the Prep – Year 6 reading program which focusses on the development of oral reading 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 also used to teach spelling in Years 1-6, where students are flexibly grouped according to their current level of achievement.

Mathematics teaching is supported through the use of Junior Elementary Maths Mastery (JEMM) and Elementary Maths Master (EMM) programs.

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 Guardains 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.

How Information and Communication Technologies are used to Assist Learning
Interactive whiteboards are provided in all classrooms, and are used extensively by all teachers in the delivery of the school's regular teaching and learning programs. Each classroom has a limited number of desktop computers which can be accessed for individual student use, while the Computer Lab in the library provides access for whole class groups.

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 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.

2015 was an unsettled year for Mourilyan State School with six different principals occupying the role throughout the year. A new principal was appointed in Term 4, 2015 and continued in the role for the following year.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree[#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	88%	91%	83%
this is a good school (S2035)	88%	100%	83%
their child likes being at this school* (S2001)	100%	100%	83%
their child feels safe at this school* (S2002)	100%	100%	83%
their child's learning needs are being met at this school* (S2003)	88%	91%	75%
their child is making good progress at this school* (S2004)	88%	82%	83%
teachers at this school expect their child to do his or her best* (S2005)	88%	91%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	91%	83%
teachers at this school motivate their child to learn* (S2007)	88%	91%	92%
teachers at this school treat students fairly* (S2008)	88%	91%	75%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
they can talk to their child's teachers about their concerns* (S2009)	100%	82%	92%
this school works with them to support their child's learning* (S2010)	88%	91%	75%
this school takes parents' opinions seriously* (S2011)	88%	82%	67%
student behaviour is well managed at this school* (S2012)	88%	82%	83%
this school looks for ways to improve* (S2013)	88%	90%	75%
this school is well maintained* (S2014)	88%	82%	83%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	100%	90%
they like being at their school* (S2036)	98%	100%	80%
they feel safe at their school* (S2037)	92%	100%	90%
their teachers motivate them to learn* (S2038)	98%	100%	90%
their teachers expect them to do their best* (S2039)	100%	100%	92%
their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	86%
teachers treat students fairly at their school* (S2041)	96%	97%	84%
they can talk to their teachers about their concerns* (S2042)	88%	97%	84%
their school takes students' opinions seriously* (S2043)	96%	94%	88%
student behaviour is well managed at their school* (S2044)	92%	97%	78%
their school looks for ways to improve* (S2045)	98%	97%	90%
their school is well maintained* (S2046)	98%	100%	88%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	93%	100%
they feel that their school is a safe place in which to work (S2070)	100%	93%	95%
they receive useful feedback about their work at their school (S2071)	100%	79%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	71%	75%
students are encouraged to do their best at their school (S2072)	100%	93%	95%
students are treated fairly at their school (S2073)	100%	86%	95%
student behaviour is well managed at their school (S2074)	100%	93%	79%
staff are well supported at their school (S2075)	100%	86%	89%
their school takes staff opinions seriously (S2076)	100%	86%	89%
their school looks for ways to improve (S2077)	100%	86%	95%

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Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
their school is well maintained (S2078)	95%	71%	74%
their school gives them opportunities to do interesting things (S2079)	100%	93%	89%

* 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 participate in their child's education through:

- Volunteering in classrooms
- Participating in excursions, camps and school events
- Discussing student programs and progress during parent interviews
- Becoming involved in school decision making through the P&C Association
- Volunteering in the tuckshop
- Engaging with students through homework and assignments
- Consultation with parents in the development of Individual Curriculum Plans and Individual Support Provisions.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Bravehearts deliver a show focused on personal safety and awareness, including identifying and responding to abuse and violence. A different virtue is highlighted each week on parade and students are encouraged to display the attributes in their classroom and playground interactions.

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	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	9	4	19
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.
**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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 Councils, which aims to reduce the amount of waste to landfill.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	75,155	1,469
2014-2015	74,985	4,345
2015-2016	40,964	

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/.

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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

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

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	11	11	0
Full-time Equivalents	9	7	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	
Graduate Diploma etc.**	2
Bachelor degree	7
Diploma	2
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $10 350.

The major professional development initiatives are as follows:

- Explicit Instruction
- Consolidations
- Lesson observation and coaching feedback

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	86%

*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 2016 for all Queensland Primary schools was 93%.

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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
2014	95%	95%	94%	92%	93%	92%	96%	95%					
2015	97%	95%	94%	93%	94%	92%	94%						
2016	93%	94%	93%	92%	93%	94%	93%						

*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:
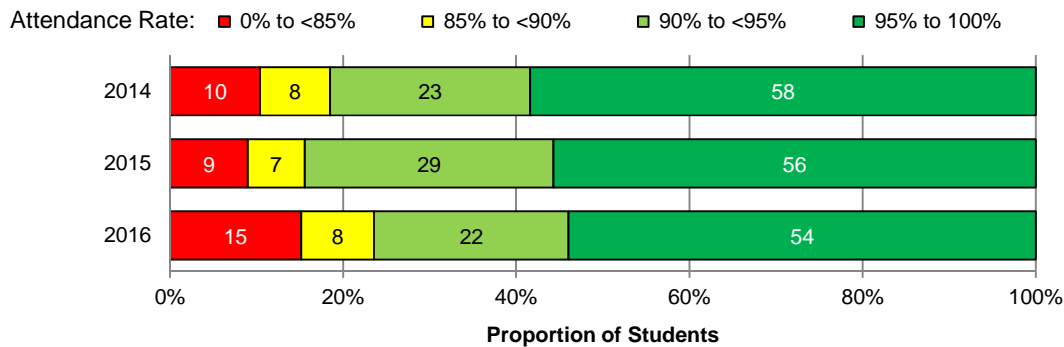
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording 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   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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.

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