



# Mount Morgan State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

## Contact Information

Postal address:	PO Box 11 Mount Morgan 4714
Phone:	(07) 4912 5555
Fax:	(07) 4912 5500
Email:	principal@mtmorganshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Trevor Rickertt - Principal

## School Overview

Mount Morgan High School first opened in February 1912 and it can rightly claim to be the first high school in Queensland. One hundred and four years later the High School still continues to serve the community of Mount Morgan and its surrounding regions providing quality education for its students. The school is a member of the nationwide BEACON - no dole program which has a focus on employment and work related skills in the curriculum - particularly in Year 10 when the students also sign a charter committing themselves to employment or further education. The school is a member of the national 'Dare to Lead' coalition, which commits to improved educational outcomes for Indigenous students. Students perform very well in the district Rugby League and Netball competitions, making it to the finals most years. There is a strong commitment to the performing arts curriculum with an annual school production that is very highly regarded and well supported by the local community and also participates in 'WotOpera'. The students are very involved in community events and endeavours. As a result programs like the Cadets are well supported by the students, staff and parents.

## Principal's Forward

### Introduction

Mount Morgan State High School's Annual Report provides a snapshot of significant developments over the 2016 school year. It also presents broad information about the school environment, the curriculum and the extra-curricular programs, student learning outcomes and the school's workforce. The documents can be obtained on the school website, and in hard copy from the administration. Established in 1912, Mount Morgan State High School caters for a diverse clientele. The School values are Respect, Responsible, Safe and be a Learner. In 2016, we commenced the year with an enrolment of 212 students and approximately 43 staff.

#### **School Progress towards its goals in 2016**

Our school improvement priorities for 2016 included continued improvement in attendance and classroom engagement. At the end of 2016 attendance had improved from 83% to 86% exceeding our goal of 85%. Student engagement also improved significantly.

#### **Future Outlook**

The Schools sharp and narrow focus for 2017 is to Implement the Australian Curriculum using C2C (Curriculum-to-Classroom) for Maths, Science, Geography and History in addition to continued improvement of attendance and stronger focus on classroom engagement using ESCM (Essential Skills in Classroom Management).

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	169	85	84	49	87%
<b>2015*</b>	192	105	87	55	88%
<b>2016</b>	193	99	94	54	85%

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 students who attend Mount Morgan State High School come from a varied range of backgrounds and ways of life. Many students from the town and some of the rural properties are the descendants of long term residents and have significant knowledge of the history of the town and its surrounds. Some students are bussed in from the outlying rural properties. The many Aboriginal and Torres Strait Islander students also come from the town and the surrounding areas. Their rich culture is often the inspiration for celebrations during Education week NAIDOC week, Apology Day and the like.

### 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			
Year 4 – Year 7			
Year 8 – Year 10	19	20	19
Year 11 – Year 12	12	13	15

\*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

For a small school, we offer a large range of subjects that students can choose from –the Junior Curriculum offers the core subjects of English, Maths, Science, History, Geography and HPE.

Students also choose from Art, Drama, Industrial Technology and Design, ICT and Food Studies. The Senior Curriculum offers a range of academic/authority subjects – English, English Communication, Maths A, Prevocational Maths, Biology, Visual Art Studies, Hospitality, Tourism, Business Communication and Technologies, Information and Communication Technology, Agricultural Practices and Physical Education.

Vocational subjects include Cert I, and II

- Cert II Business

The School also offered the following Study Area Specifications:

- Visual Art
- Hospitality
- Physical Recreation
- Industrial Technology Skills

## Extra curricula activities

Sports – football, netball, basketball, athletics and swimming

- Army Cadets
- Relay for Life

## How Information and Communication Technologies are used to Assist Learning

The use of information communication technologies is integrated into all junior units of work. Students also have access to such sites as The Learning Place website which enables them to complete tasks and activities otherwise inaccessible to them. They learn to access information, interact online and word process. Such programs motivate students and allow them to learn at their own pace.

Skills taught to students include: online research through the use of search engines, email, excel spread sheets, navigation of program menus, the use of multi-media tools and the like.

Several students have been able to study subjects through Distance Education and/or virtual schooling.

The school has wireless connectivity throughout the school allowing students and staff easy access to the internet. Students also have good access to the eighty computers in the computer laboratories and can use them during lunch breaks to work on assessment.

## Social Climate

### Overview

At Mount Morgan State High School there is a strong culture of support to ensure that students can achieve in a safe and supportive classroom environment.

Students are well supported by a network of Guidance officers, Chaplain, School-based Youth Health Nurse, Youth workers and specialised education staff. Visiting Behaviour Management Staff and Administrative staff form part of this network.

### 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)	85%	88%	80%
this is a good school (S2035)	92%	88%	87%
their child likes being at this school* (S2001)	100%	100%	80%
their child feels safe at this school* (S2002)	100%	100%	80%
their child's learning needs are being met at this school* (S2003)	85%	75%	86%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is making good progress at this school* (S2004)	92%	88%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	88%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	75%	79%
teachers at this school motivate their child to learn* (S2007)	83%	88%	80%
teachers at this school treat students fairly* (S2008)	83%	71%	73%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	93%
this school works with them to support their child's learning* (S2010)	92%	100%	87%
this school takes parents' opinions seriously* (S2011)	92%	86%	79%
student behaviour is well managed at this school* (S2012)	77%	75%	40%
this school looks for ways to improve* (S2013)	92%	100%	93%
this school is well maintained* (S2014)	92%	88%	93%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	87%	79%	80%
they like being at their school* (S2036)	78%	76%	79%
they feel safe at their school* (S2037)	75%	81%	80%
their teachers motivate them to learn* (S2038)	88%	79%	82%
their teachers expect them to do their best* (S2039)	98%	89%	94%
their teachers provide them with useful feedback about their school work* (S2040)	78%	71%	69%
teachers treat students fairly at their school* (S2041)	72%	46%	60%
they can talk to their teachers about their concerns* (S2042)	69%	66%	66%
their school takes students' opinions seriously* (S2043)	74%	62%	65%
student behaviour is well managed at their school* (S2044)	64%	45%	62%
their school looks for ways to improve* (S2045)	90%	75%	83%
their school is well maintained* (S2046)	80%	69%	64%
their school gives them opportunities to do interesting things* (S2047)	78%	71%	77%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	80%	100%	100%
they feel that their school is a safe place in which to work (S2070)	93%	100%	96%
they receive useful feedback about their work at their school (S2071)	73%	84%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	50%	80%	86%
students are encouraged to do their best at their school (S2072)	87%	95%	83%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are treated fairly at their school (S2073)	87%	100%	78%
student behaviour is well managed at their school (S2074)	53%	79%	61%
staff are well supported at their school (S2075)	53%	84%	57%
their school takes staff opinions seriously (S2076)	53%	83%	70%
their school looks for ways to improve (S2077)	80%	100%	91%
their school is well maintained (S2078)	80%	79%	61%
their school gives them opportunities to do interesting things (S2079)	73%	94%	78%

\* 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

Regular invitations are extended to parents to be involved in the school P&C. Currently we have a few very active parents and community members involved in the Parents and Citizens Association (P&C). The P & C plays a vital role in advising the school of parental concerns and participating in discussions relating to curriculum, school resourcing and school policies and procedures.

Parents are invited to share their skills and talents with the students and to assist the staff on co-curricular activities and excursions. There is regular communication between parents and staff through email and parent/teacher meetings.

In senior school, parents are involved and participate in the selection of senior subjects; this is done through the SET Planning.

Parents are great supporters of the school's many cultural events that take place.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs are delivered through the schools weekly wellbeing sessions.

### 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	136	96	86
Long Suspensions – 6 to 20 days	1	2	1
Exclusions	2	1	1
Cancellations of Enrolment	1	0	3

\* 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school consumption of electricity at the school has increased as has water usage due to the improvement of the school grounds and the oval.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	131,751	626



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	138,945	227
2015-2016	204,232	641

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	22	19	<5
Full-time Equivalent	21	11	<5



## 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.**	
Bachelor degree	21
Diploma	
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 2016 were \$23,480.00

The major professional development initiatives are as follows:

Teacher Profiling and Training Teachers to be profilers

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.	96%	97%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2016.

## Performance of Our Students

## Key Student Outcomes

### 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).	78%	83%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	83%	87%

\*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 Secondary schools was 90%.

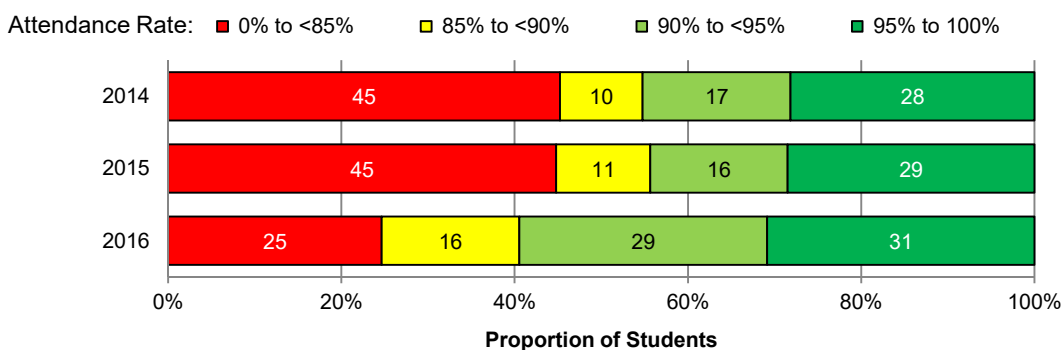
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									82%	79%	78%	71%	80%
2015								86%	84%	81%	82%	79%	84%
2016								91%	88%	84%	87%	86%	87%

\*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 electronically within the first 10 minutes of every lesson every day by teachers. A text message is sent to parents within 30 minutes of the commencement of the first class advising that their son/daughter is absent from school to which the parent advises the reason via text or phone call.

Should an excessive number of absences interfere with the educational progress of a student, parents and students will be asked to discuss this with a member of the school staff. Regardless of the reason, poor attendance has a significant impact on student learning. There are a number of options available to students and parents with genuine attendance issues. By contacting the school to discuss such issues flexible arrangements can often be made.

The school has developed a clear process for managing chronic absenteeism which includes a variety of key staff. The school CEC makes initial contact with parents and students. With continued absenteeism the process escalates to Year Level Co-ordinators, Heads of Department, Deputy Principal and Principal. Homes visits are also included in this process and referral to outside agencies. In the case of senior students, the school will put in place cancellation processes if a student does not accept the support offered and refuses to attend school.

These students are referred to outside agencies such as TAFE Distance Education to re-engage in further education, training and/or employment. Students with an unacceptable number of absences may not be given credit for the semester's work if, in the opinion of the school, they have not attended enough classes to warrant a result. This can have a significant impact on senior students whose Queensland Certificate of Education is dependent on the number of semester units they are deemed to have completed.

## 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

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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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	27	19	22
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	2	2	2
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5	2	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	21	18	20
Number of students awarded an Australian Qualification Framework Certificate II or above.	19	18	20

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	25	18	21
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	0%	0%	100%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	93%	95%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	0%	100%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	0	0	1	1
2015	0	0	0	2	0
2016	0	2	0	0	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	8	19	1
2015	4	18	1
2016	1	20	1

As at 3rd February 2017. The above values exclude VISA students.

Certificate II in Business

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	61%	64%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	86%	67%	73%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.mtmorganshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.



The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

While it is preferable that all students complete their secondary education at school, some students prefer to leave school early and move into the workforce, traineeships or apprenticeships. These young people continue to learn the skills necessary for a productive life. Students who find school difficult, for whatever reason, are transitioned with the help of the school's transition officer and Head of Senior Schooling.

We consider it our responsibility to assist early leavers to find an appropriate pathway regardless of whether it is TAFE, the workforce or an apprenticeship. Students who leave school early due to behavioural issues are offered the same assistance with their transition from school.

## Conclusion

In conclusion, 2016 was a successful year at Mount Morgan School with evidence of the school moving forward despite the multitude of social and emotional issues facing many of our students.

