



Mount Morgan State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

State Schools Strategy  
Department of Education



Queensland  
Government

## Contact information

<b>Postal address</b>	PO Box 11 Mount Morgan 4714
<b>Phone</b>	(07) 4912 5555
<b>Fax</b>	
<b>Email</b>	principal@mtmorganshs.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	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 seven 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. 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.

### School progress towards its goals in 2018

The improvement priorities/school goals from 2018 were:-

1. To implement the Australian Curriculum using quality assured C2C (Curriculum-to-Classroom) for English, HPE, Art and Drama into the Curriculum with the goal of full implementation of all subject areas by 2020.
2. To fully implement "Positive Behaviour for Learning (PBL)" during 2018.

Outcomes:-

1. We not only achieved our goal of implementing Australian Curriculum fully for English, HPE, Art and Drama but also added all remaining subject as well. As a result of the curriculum changes there was a decrease in the A to C academic results as predicted, however, there was an increase in the schools NAPLAN results indicating the accuracy of quality assured curriculum.
2. PBL was fully implemented during 2018 as planned. During this process it became evident that our policies and procedures required reviewing. This was a long and involved process but very worthwhile as it has brought consistency into every day practices.

Overall we exceeded our 2018 goals.

### Future outlook

The focus for 2019 for Mount Morgan High School is to improve Attendance and Literacy.

Attendance has been an ongoing challenge for the school, however, with the new and improved wellbeing focus we are confident that attendance will improve.

#### Attendance Target – 88%

The Literacy focus will be reading comprehension and will be driven through a school-wide concentration of explicitly teaching of cognitive verbs. The process will involve pretesting of every student early in 2019 in order to measure students gain mid-year and at the end of the year.

#### Reading Comprehension Targets for 2019

Whole school attains 6 out of the 10 reading comprehension cognition markers (based on the Literacy Continuum) by the end of 2019.

Year 7 cohort data entry to continue on the Literacy Continuum Comprehension Critical Aspect in line with the primary school. Target is 40% of Year 7 student's attainment of Cluster 13 level in the Comprehension Critical Aspect of the Literacy Continuum by the end of 2019.

All staff have undergone Tactical Teaching of Reading PD by the end of 2019.

Running of a Reading Intervention Program for student's still working Cluster 9 and below (focusing on Phonics, Phonemic Awareness and Reading Texts of the Literacy Continuum). Individual targets for students in this program TBD through testing, input from SEP teacher and SLT and student input.

# 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 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	193	193	183
Girls	99	109	95
Boys	94	84	88
Indigenous	54	56	58
Enrolment continuity (Feb. – Nov.)	85%	86%	86%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	18	17
Year 11 – Year 12	15	18	14

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum 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, Media Studies and Food Studies.

The Senior Curriculum offers a range of academic/authority subjects – General English, Essential English, General Maths, Essential Maths, Biology, Visual Art Studies and Tourism.

Business Communication and Technologies, Information and Communication Technology, Agricultural Practices and Physical Education.

Vocational subjects include:-

- Cert II Hospitality
- Cert II FSK

The School also offered the following Study Area Specifications:

- Visual Art
- Hospitality
- Physical Recreation
- Industrial Technology Skills
- Early Childhood Studies

### Co-curricular 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 using 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 not offered by our school 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 approximately two hundred computers in classrooms and computer laboratories. Students also have access to the Library computer Lab before school and during both lunch breaks to work on assessment if they choose to access this facility.

## 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.

Items from the *School Opinion Survey*, where students and parents express their satisfaction with 'safe at school', 'treated fairly', 'behaviour and discipline' and 'like being at this school', should guide your description

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	80%	80%	71%
• this is a good school (S2035)	87%	67%	71%
• their child likes being at this school* (S2001)	80%	70%	85%
• their child feels safe at this school* (S2002)	80%	90%	69%
• their child's learning needs are being met at this school* (S2003)	86%	80%	64%
• their child is making good progress at this school* (S2004)	93%	60%	71%
• teachers at this school expect their child to do his or her best* (S2005)	93%	90%	86%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	70%	86%
• teachers at this school motivate their child to learn* (S2007)	80%	80%	71%
• teachers at this school treat students fairly* (S2008)	73%	50%	64%
• they can talk to their child's teachers about their concerns* (S2009)	93%	80%	86%
• this school works with them to support their child's learning* (S2010)	87%	78%	86%
• this school takes parents' opinions seriously* (S2011)	79%	78%	69%
• student behaviour is well managed at this school* (S2012)	40%	40%	57%
• this school looks for ways to improve* (S2013)	93%	70%	69%
• this school is well maintained* (S2014)	93%	80%	77%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	80%	85%	88%
• they like being at their school* (S2036)	79%	83%	84%
• they feel safe at their school* (S2037)	80%	84%	91%
• their teachers motivate them to learn* (S2038)	82%	87%	92%
• their teachers expect them to do their best* (S2039)	94%	96%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	69%	82%	88%
• teachers treat students fairly at their school* (S2041)	60%	73%	77%
• they can talk to their teachers about their concerns* (S2042)	66%	70%	67%
• their school takes students' opinions seriously* (S2043)	65%	74%	79%
• student behaviour is well managed at their school* (S2044)	62%	65%	73%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	83%	87%	90%
• their school is well maintained* (S2046)	64%	89%	81%
• their school gives them opportunities to do interesting things* (S2047)	77%	74%	82%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	80%	85%
• they feel that their school is a safe place in which to work (S2070)	96%	73%	82%
• they receive useful feedback about their work at their school (S2071)	83%	57%	62%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	82%	84%
• students are encouraged to do their best at their school (S2072)	83%	79%	85%
• students are treated fairly at their school (S2073)	78%	63%	64%
• student behaviour is well managed at their school (S2074)	61%	53%	55%
• staff are well supported at their school (S2075)	57%	50%	50%
• their school takes staff opinions seriously (S2076)	70%	57%	50%
• their school looks for ways to improve (S2077)	91%	67%	62%
• their school is well maintained (S2078)	61%	77%	65%
• their school gives them opportunities to do interesting things (S2079)	78%	72%	65%

\* 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

The P&C association for Mount Morgan High School diminished in its parent membership numbers during the year of 2017 and unfortunately without sufficient numbers to make a quorum, the P&C closed its operations.

In order to provide a daily food service for Students, the High School Administration the Tuck-Shop

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, texts, parent/teacher meetings and more recently the Schools Facebook site..

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

## Respectful relationships education 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 along with the Love Bites program for Year 10.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	86	103	108
Long suspensions – 11 to 20 days	1	0	1
Exclusions	1	6	1
Cancellations of enrolment	3	1	4

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

The school consumption of electricity at the school has increased a little since the previous year, however, through careful use of a recycled water resource the school has reduced its water usage significantly.

A number of Solar Panels on the roof of C block help to reduce the school's footprint and the school has been advised that there will be further Solar systems added to the school in the near future.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	204,232	107,310	128,189
Water (kL)	641	5,469	1,634

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### 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.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

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

View School Profile

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



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	21	17	5
Full-time equivalents	20	12	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	20
Diploma	
Certificate	

\*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 2018 were \$17,812.00.

The major professional development initiatives are as follows:

Wellbeing training, Positive Behaviour for Learning development, beginning teacher programs.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 80% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	84%	81%
Attendance rate for Indigenous** students at this school	87%	80%	73%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

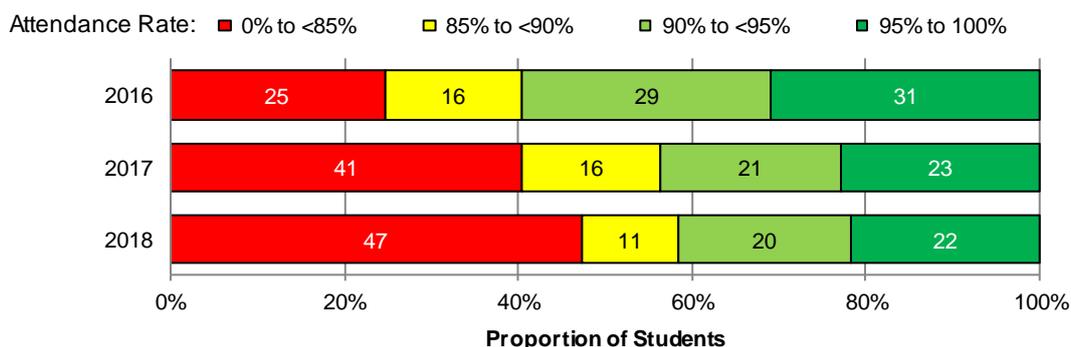
Year level	2016	2017	2018
Year 7	91%	89%	87%
Year 8	88%	83%	79%
Year 9	84%	78%	83%
Year 10	87%	83%	74%
Year 11	86%	84%	79%
Year 12	87%	86%	82%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

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 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 YSC/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 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>.

## 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.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

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

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

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

### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	22	31	31
Number of students awarded a QCIA	1	2	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	21	29	29
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	2	3	4
Percentage of Indigenous students who received an OP	14%	0%	10%
Number of students awarded one or more VET qualifications (including SAT)	20	31	26
Number of students awarded a VET Certificate II or above	20	30	26
Number of students who were completing/continuing a SAT	4	4	3
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	100%	100%	25%

Description	2016	2017	2018
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	95%	100%	94%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	2	1	0
11-15	0	2	1
16-20	0	0	3
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	1	3	0
Certificate II	20	30	26
Certificate III or above	1	1	3

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	64%	84%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	73%	67%	100%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

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

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.

## **Next Step – Post-school destinations**

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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