



# Mount Molloy State School

# ANNUAL REPORT 2016

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

|                 |   |
|-----------------|---|
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## School Overview

The township of Mt Molloy is situated midway between Mareeba and Mossman, approximately 25 kilometres north of Mareeba. Mt Molloy State School is a small, co-educational rural school with a current enrolment of 45 students. Our school strongly values the team approach of working closely with staff, parents and students to create a learning environment where every day in every classroom every child is learning. Parents and community members are encouraged to be involved in many aspects of the school from:

- assisting with reading and gardening
- joining in our many activity or celebration days
- participating and assisting with organising special days such as Anzac Day and under 8's day
- attending parent interviews twice a year
- be active and informed members of the P & C Association
- participating in decision making
- supervising and assisting with homework
- Stephanie Alexander Kitchen Garden Program

The school provides a school newsletter each fortnight full of important information that parents need to know. We also provide a fantastic page of photos of the students weekly experiences and celebrate the students of the week and their great improvements. More information about Mt Molloy State School can be found on our website or by visiting our school.

## Principal's Forward

### Introduction

This report is designed to provide a summary of the progress made at Mt Molloy State School during 2016. It also contains information about what makes our school unique – the exciting and engaging teaching and learning, the multi-age learning environment, the social skills, the 'family-like' supportive learning environment and the dedication and commitment of all staff. The content of this document meets both the QLD Govt. and Aust. Govt. annual reporting requirements for schools.

#### School Progress towards its goals in 2016

|   |                                |
|---|--------------------------------|
| <b>Numeracy</b><br>Maths specialist teacher employed 3 days a week for extension and intervention.            | Achieved and still a priority. |
| <b>Transition to Primary school.</b><br>Prep open days during the year to transition the children from Kindy. | Achieved and still a priority. |

|   |                                       |
|---|---------------------------------------|
| <p><b>Science</b></p> <p>Weekly Science lessons using C2C materials.</p> <p>Embedding the Stephanie Alexander Kitchen Garden Program into Science curriculum.</p> | <p>Achieved and still a priority.</p> |
|---|---------------------------------------|

**Future Outlook**

|                          |   |
|--------------------------|---|
| <p><b>Writing</b></p>    | <p>Improve A-E data in English writing assessment. Achieve 2-3 bands above NMS in NAPLAN writing.</p> |
| <p><b>Attendance</b></p> | <p>Achieve 95% Attendance.</p>  |
| <p><b>STEM</b></p>       | <p>Continue to improve student's capabilities in Coding.</p>  |

# 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> | Prep Year - Year 6 |

### Student enrolments for this school:

|              | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| <b>2014</b>  | 29    | 12    | 17   | 8          | 93%                              |
| <b>2015*</b> | 32    | 14    | 18   | 6          | 90%                              |
| <b>2016</b>  | 38    | 15    | 23   | 7          | 91%                              |

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

Mt Molloy State School has a range of student backgrounds including families who own a business to urban community members and families of low socio-economic status. We have indigenous students from local groups and also neighbouring groups.

### 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       | 15   | 17    | 18   |
| Year 4 – Year 7     |      |       |      |
| 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

As well as delivering the Australian Curriculum English, Maths, Science, History, Geography and Civics and Citizenship our school offers;

- Personalised learning programs
- Stephanie Alexander Kitchen Garden Program
- Art program
- Specialised science and sustainability program
- Extension programs in Numeracy and Literacy
- Financial literacy program – Pumpin’ Pizzas

### Co-curricular Activities

- Flying Arts mentoring program
- CommBank Financial literacy program
- 

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

ICT is the platform used to provide a differentiated curriculum. Students use a balance of technology and explicit teaching to research, record, investigate and demonstrate knowledge. Students use a mix of inquiry based research, web based sites and multi-media applications to enhance their learning opportunities.

iPads are used extensively within the Kitchen Garden and Science programs. Media studies are an integral part of our curriculum with the production of “Grow and Cook” each term. Using various publishing programs the students produce the magazine for distribution throughout the wider community.

Our Coding and Robotics program is in its second year. Students have become proficient in programming languages Scratch and Python.

## Social Climate

### Overview

Mt Molloy State School offers a modern education in a multi years setting. Our main focus is on the development of positive self-belief and confidence in an effort to support our students’ individual development. Our school Chaplain runs various self esteem, anti bullying and resilience programs with all students. We have a very active P&C whose role in our school is fundamental to student success. Our School Opinion survey indicates our school climate is above State Benchmarks.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

| Performance measure   | 2014 | 2015 | 2016 |
|---|------|------|------|
| Percentage of parents/caregivers who agree <sup>#</sup> that:<br>their child is getting a good education at school<br>(S2016) | 100% |      | DW   |
| this is a good school (S2035)   | 100% |      | DW   |
| their child likes being at this school* (S2001)   | 100% |      | DW   |
| their child feels safe at this school* (S2002)  | 100% |      | DW   |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree <sup>#</sup> that:  | 2014 | 2015 | 2016 |
| their child's learning needs are being met at this school* (S2003)                                     | 100% |      | DW   |
| their child is making good progress at this school* (S2004)  | 100% |      | DW   |
| teachers at this school expect their child to do his or her best* (S2005)                              | 100% |      | DW   |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | DW   |      | DW   |
| teachers at this school motivate their child to learn* (S2007)   | DW   |      | DW   |
| teachers at this school treat students fairly* (S2008)   | 100% |      | DW   |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 100% |      | DW   |
| this school works with them to support their child's learning* (S2010)                                 | 67%  |      | DW   |
| this school takes parents' opinions seriously* (S2011)   | 100% |      | DW   |
| student behaviour is well managed at this school* (S2012)  | 100% |      | DW   |
| this school looks for ways to improve* (S2013)   | DW   |      | DW   |
| this school is well maintained* (S2014)  | 100% |      | DW   |

### Student opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree <sup>#</sup> that:                               | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048)                               | 91%  | 100% | 100% |
| they like being at their school* (S2036)  | 100% | 83%  | 100% |
| they feel safe at their school* (S2037)   | 90%  | 100% | 100% |
| their teachers motivate them to learn* (S2038)                                    | 100% | 100% | 100% |
| their teachers expect them to do their best* (S2039)                              | 100% | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 100% | 90%  |
| teachers treat students fairly at their school* (S2041)                           | 91%  | 92%  | 95%  |
| they can talk to their teachers about their concerns* (S2042)                     | 100% | 92%  | 100% |
| their school takes students' opinions seriously* (S2043)                          | 100% | 92%  | 100% |
| student behaviour is well managed at their school* (S2044)                        | 100% | 100% | 100% |
| their school looks for ways to improve* (S2045)                                   | 100% | 100% | 100% |
| their school is well maintained* (S2046)  | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things* (S2047)           | 100% | 100% | 100% |

### Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:  | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069)   | 100% | 100% | DW   |
| they feel that their school is a safe place in which to work (S2070)   | 100% | 100% | DW   |
| they receive useful feedback about their work at their school (S2071)  | 100% | 100% | DW   |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | DW   | DW   | DW   |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:                | 2014 | 2015 | 2016 |
| students are encouraged to do their best at their school (S2072)       | 100% | 100% | DW   |
| students are treated fairly at their school (S2073)                    | 100% | 100% | DW   |
| student behaviour is well managed at their school (S2074)              | 100% | 100% | DW   |
| staff are well supported at their school (S2075)                       | 100% | 100% | DW   |
| their school takes staff opinions seriously (S2076)                    | 100% | 100% | DW   |
| their school looks for ways to improve (S2077)                         | 100% | 100% | DW   |
| their school is well maintained (S2078)                                | 100% | 100% | DW   |
| their school gives them opportunities to do interesting things (S2079) | 100% | 100% | DW   |

\* 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

Mt Molloy State School encourages parent volunteers in most aspects of the classroom. Parades, newsletters, parent interviews and program information encourage parent involvement in student learning both at school and at home. Learning outlines and assessment schedules are communicated with families at the beginning of each term. The P&C actively participates in all aspects of the school and the Kitchen Garden program also encourages parental involvement.

The greater Mt Molloy community has significant involvement with the school. The local RSL branch are very involved with the school and students commemorating ANZAC and Remembrance Days. The school hosts the RSL's annual meeting for Far North Queensland with catering done by the P & C, staff, parents and students.

The local CWA branch are also involved with the school and regularly volunteer with art and garden classes.

Pairing with CSIRO Scientists in Schools allows us the opportunity to have a local scientist assist with weekly science classes. Through this program we have had many visiting scientists to the area run lessons and interact with the students.

### Respectful relationships programs

Through our Friends for Life and Better Buddies programs students focus on personal safety, positive relationships and skills to resolve conflict without violence.

The Daniel Morecombe Child Safety Curriculum also teaches students personal safety, awareness and identifying and responding to abuse and violence. Teaching students the principles of Protective Behaviours, "*We all have the right to feel safe all of the time*" and "*Nothing is so awful that we can't talk about it to someone*" helps them to recognise, react and report when they, or others, are unsafe. Bravehearts visit annually with Ditto the Bear to also promote safety and protective behaviours to our students.

### 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 | 0     | 0      | 0    |
| 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

Mt Molloy State School has made a concerted effort to reduce its environmental footprint as it has always done. The solar schools program has been a focus for the school. The students are encouraged to recycle and have a worm farm. Food scraps from the kitchen and lunches are recycled by feeding to the school's chickens. The school environmental management plan was completed in 2011 with investigations into recycling solutions to continue. The school currently waters using rainwater tanks.

Two severe water pipe leaks contributed to the increase in water consumption in 2016.. This has been rectified and we envisage a return to normal usage levels.

| ENVIRONMENTAL FOOTPRINT INDICATORS |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2013-2014                          | 17,412          | 1,292    |
| 2014-2015                          | 24,348          | 962      |
| 2015-2016                          | 22,454          | 5,909    |

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

GO

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 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                 | 3              | 5                  | 0                |
| Full-time Equivalent       | 3              | 3                  | 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                | 5   |
| 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 \$3152

The major professional development initiatives are as follows:

- Code of Conduct
- Student Protection
- STEM Conference
- First Aid
- Literacy training
- Data Analysis
- Early Years literacy and numeracy

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. | 100% | 97%  | 99%  |

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

From the end of the previous school year, 100% 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). | 91%  | 92%  | 93%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 92%  | 90%  | 96%  |

\*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%.

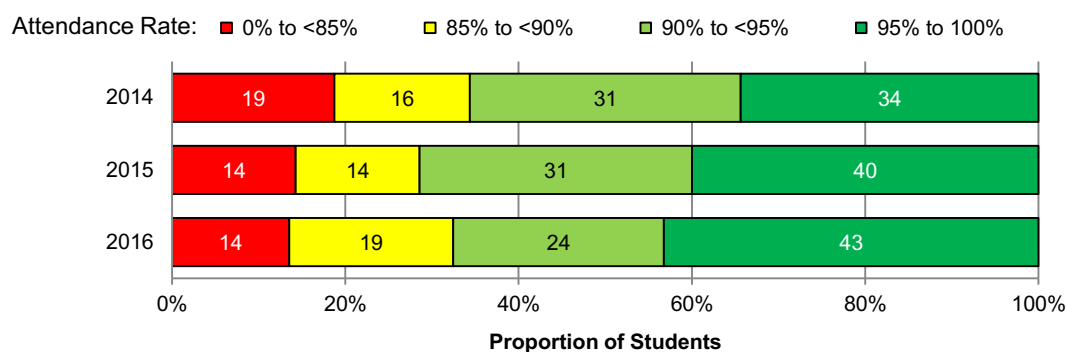
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL |      |        |        |        |        |        |        |        |        |        |         |         |         |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 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   | 89%  | 89%    | 94%    | 94%    | 94%    | 92%    | 94%    | 89%    |        |        |         |         |         |
| 2015   | 93%  | 90%    | 94%    | 91%    | 93%    | 90%    | 94%    |        |        |        |         |         |         |
| 2016   | 93%  | 93%    | 90%    | 94%    | 91%    | 93%    | 92%    |        |        |        |         |         |         |

\*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 daily. All unexplained absences are followed up with a phone call. Continued absences are followed with an official letter home. Departmental policy is followed after these actions.

Attendance certificates are given to students who achieve 95-100%. Newsletters and correspondence home to families on the importance of attending school regularly – Every day counts.

## 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.

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Sector:

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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