



Mount Molloy State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 6A Mount Molloy 4871
Phone	(07) 4094 1261
Fax	(07) 4094 1527
Email	principal@mtmolloyss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Dean Hardy Acting Principal

School overview

The township of Mt Molloy is situated midway between Mareeba and Mossman, approximately 35 kilometres north of Mareeba. Mt Molloy State School is a small, co-educational rural school with a current enrolment of 42 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. Our successful curriculum has a central focus on high levels of Literacy and Numeracy, with the remaining key learning areas delivered as integrated units of study using the Australian Curriculum (C2C Resources). The distinctive features within our school include knowing and understanding each student to develop optimal techniques to challenge and extend them in a caring, supportive environment, recording and reporting every student's progress against achievement standards relating to what a student should know and be able to do, Special Needs support and successful Early Intervention Strategies. 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.

School progress towards its goals in 2018

Goal 1: Improving Writing	
Strategy: Improve writing skills in all students. Following through in 2019. Continuing focus on writing using Seven Steps and THRASS	Ongoing and Consolidation occurring
Goal 2: Improving Reading	
Strategy: Reading support teacher employed for additional support. Guided reading introduced four sessions per week.	Implemented- ongoing development
Goal 3: Improving Numeracy	
Strategy: Maths specialist teacher employed 3 days a week for intervention and extension	Implemented – ongoing throughout 2019. FTE allocated.
Goal 4: Transition (Early Years)	
Strategy: Prep open days during the year to transition the kindy children. Continued focus on building relationships with the local kindy.	Commenced- Ongoing development in 2019

Future outlook

Priority Area One: Writing	
Target: 80% of students in Years 3 and 5 who are not on an Individual Curriculum Plan to reach National Minimum Standards (NMS) in NAPLAN writing.	
Action 1: Introduce writing sessions linked to THRASS. (Term 3) Action 2: Continued implementation of the Seven Steps Writing Program. (Ongoing)	
Priority Area 2: Transition	
Target: Engage with local kindergarten (focus centre: Julatten Kindergarten) to organise transition days and transition statements.	
Action 1: Investigate the possibility of introducing playgroup (registered under Playgroup Queensland). Action 2: Introduction of transition to prep events including open days.	
Priority Area 3: Attendance	
Target: School wide aspirational target level of 95% over next two years.	
Action 1: Consistency in same day absent messaging system. Review and modify current arrangements (Term 3) Action 2: Review and modify current student attendance incentives. Plan ahead with P&C for any 2020 changes.	
Priority Area 4: Spelling	
Target: 100% of students in Years 3 and 5 not on an Individual Curriculum Plan to achieve National Minimum Standards (NMS) in NAPLAN Spelling.	
Action 1: All staff to undertake Professional Development in the delivery of THRASS. (end of 2019) Action 2: Classroom observations to ensure consistency in approach and delivery. (Ongoing)	

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	38	46	44
Girls	15	17	18
Boys	23	29	26
Indigenous	7	15	14
Enrolment continuity (Feb. – Nov.)	91%	90%	93%

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

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, neighbouring groups and groups from Groote Eylandt (Northern Territory).

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	18	23	13
Year 4 – Year 6			15
Year 7 – Year 10			
Year 11 – Year 12			

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

A multi-age philosophy enables students at Mount Molloy State School to achieve their full learning potential and progress at their own level. We cater for the key learning areas of English, Maths, Science, Technology, HASS, The Arts, Language other than English (Japanese) and Health and Physical Education.

In additions to this, our distinctive curriculum offerings included:

- Multi-age classes
- Cross Country
- Athletics Day
- Joint Cluster School Activities and Excursions
- Religious Instruction
- School Chaplaincy Support
- 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

- Science Enrichment Program – Tinaroo Environmental Education Centre
- Reader’s Cup
- Julatten Theatre Group Annual Presentation
- Mt Molloy Community Markets 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 quarterly for distribution throughout the wider community.

Our Coding and Robotics program is in its second year. Students have become proficient in programing languages Scratch and Python. Mount Molloy SS is a trial school for the new Digital Technologies Curriculum which involves assigning a tech ambassador for mentoring and support.

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

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)	DW	DW	DW
• this is a good school (S2035)	DW	100%	DW
• their child likes being at this school* (S2001)	DW	67%	DW
• their child feels safe at this school* (S2002)	DW	100%	DW
• their child's learning needs are being met at this school* (S2003)	DW	100%	DW
• their child is making good progress at this school* (S2004)	DW	100%	DW
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW	DW
• teachers at this school motivate their child to learn* (S2007)	DW	100%	DW
• teachers at this school treat students fairly* (S2008)	DW	67%	DW
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	DW
• this school works with them to support their child's learning* (S2010)	DW	100%	DW
• this school takes parents' opinions seriously* (S2011)	DW	100%	DW
• student behaviour is well managed at this school* (S2012)	DW	67%	DW
• this school looks for ways to improve* (S2013)	DW	100%	DW
• this school is well maintained* (S2014)	DW	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	86%	100%
• they like being at their school* (S2036)	100%	86%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	86%	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)	90%	86%	92%
• teachers treat students fairly at their school* (S2041)	95%	43%	67%
• they can talk to their teachers about their concerns* (S2042)	100%	86%	67%
• their school takes students' opinions seriously* (S2043)	100%	86%	75%
• student behaviour is well managed at their school* (S2044)	100%	86%	75%
• their school looks for ways to improve* (S2045)	100%	83%	100%
• their school is well maintained* (S2046)	100%	86%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	86%	83%

Percentage of students who agree# that:	2016	2017	2018
---	------	------	------

* 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)	DW	100%	DW
• they feel that their school is a safe place in which to work (S2070)	DW	100%	DW
• they receive useful feedback about their work at their school (S2071)	DW	100%	DW
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
• students are encouraged to do their best at their school (S2072)	DW	100%	DW
• students are treated fairly at their school (S2073)	DW	100%	DW
• student behaviour is well managed at their school (S2074)	DW	100%	DW
• staff are well supported at their school (S2075)	DW	100%	DW
• their school takes staff opinions seriously (S2076)	DW	100%	DW
• their school looks for ways to improve (S2077)	DW	100%	DW
• their school is well maintained (S2078)	DW	100%	DW
• their school gives them opportunities to do interesting things (S2079)	DW	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 and monthly craft mornings.

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 education 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

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	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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

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 is continually reviewed including investigations into recycling solutions. The school currently waters using rainwater tanks.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	22,454	30,708	24,741
Water (kL)	5,909	506	2,668

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

Search by school name or suburb 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.

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

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

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	7	0
Full-time equivalents	3	4	0

*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	3
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 \$12363.84

The major professional development initiatives are as follows:

- Early Years literacy and numeracy
- Optiminds
- THRASS
- STEM
- First Aid
- Seven Steps
- Indigenous Education

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.	99%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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 Primary schools was 92%.

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	93%	93%	95%
Attendance rate for Indigenous** students at this school	96%	95%	97%

* 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	93%	95%	95%
Year 1	93%	95%	96%
Year 2	90%	91%	96%
Year 3	94%	98%	94%
Year 4	91%	92%	90%
Year 5	93%	91%	96%
Year 6	92%	91%	95%

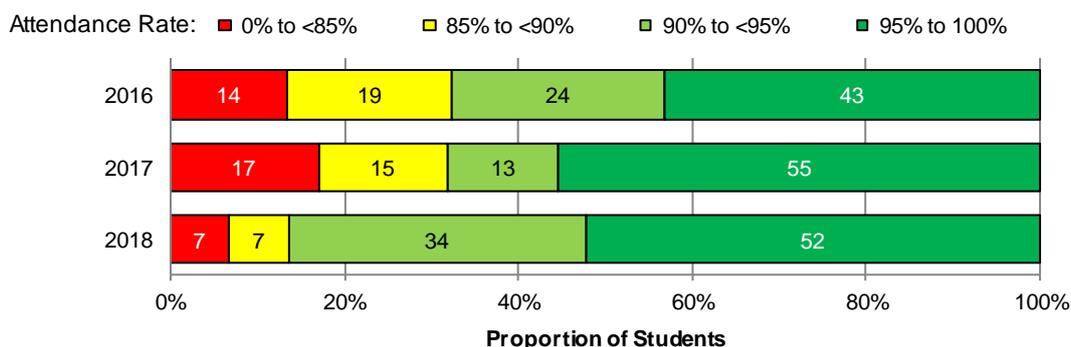
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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

Queensland state schools manage non-attendance in line with the Queensland 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 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 NAPLAN tests are available via the [My School](#) website.

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.

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

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

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.