

Mount Molloy State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

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 32 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 week 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. This report is designed to provide a summary of the progress made at Mt Molloy State School during 2015. 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 2015

<p>Improving teaching</p> <p>Coaching and feedback to all teachers, Developing performance plans</p>	<p>Continuing priority</p>
<p>Refining and embedding data based decision making.</p> <p>NAPLAN PM and PAT data to inform decision making for students who require foundation programs. Extend and enrich those students who achieve higher than NMS to bring results to U2B.</p>	<p>Achieved and continuing as new students arrive.</p> <p>Extension maths class for high achieving students.</p>
<p>Connecting parents and caregivers with their child's learning</p> <p>Provide curriculum overviews and assessment schedules for parents so they are able to play an active role in supporting student learning.</p>	<p>Achieved and continuing as new students arrive.</p> <p>Semester over views are provided.</p>
<p>Discipline and attendance</p> <p>Commence a whole school approach for entering behaviour data into One School and provide clarity around the delineation between minor and major incidents</p>	<p>Achieved</p>

Future outlook

Continuing with data based decision making using monthly data conversations with all staff. Maths extension classes with specialist teacher employed.

Continue to liaise with carers, Department of Child Safety and Guidance Officer for students in care. to be established across the school. Enrolment growth and how this will impact on infrastructure, staffing and classroom configurations.

Transition days with the local kindy.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	25	12	13	6	85%
2014	29	12	17	8	93%
2015	32	14	18	6	90%

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 2015, 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:

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	9	15	17
Year 4 – Year 7 Primary			
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**

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.

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

Extra curricula activities

- Flying Arts mentoring program
- CommBank Financial literacy program

How Information and Communication Technologies are used to improve 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.

Coding and Robotics has been implemented this year with our senior students.

Social Climate

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	
this is a good school (S2035)	100%	100%	
their child likes being at this school (S2001)	100%	100%	
their child feels safe at this school (S2002)	100%	100%	
their child's learning needs are being met at this school (S2003)	100%	100%	
their child is making good progress at this school (S2004)	100%	100%	
teachers at this school expect their child to do his or her best (S2005)	100%	100%	
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	DW	
teachers at this school motivate their child to learn (S2007)	100%	DW	
teachers at this school treat students fairly (S2008)	100%	100%	
they can talk to their child's teachers about their concerns (S2009)	100%	100%	
this school works with them to support their child's learning (S2010)	100%	67%	
this school takes parents' opinions seriously (S2011)	100%	100%	
student behaviour is well managed at this school (S2012)	100%	100%	
this school looks for ways to improve (S2013)	100%	DW	
this school is well maintained (S2014)	100%	100%	

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	100%	91%	100%
they like being at their school (S2036)	100%	100%	83%
they feel safe at their school (S2037)	100%	90%	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)	94%	100%	100%
teachers treat students fairly at their school (S2041)	100%	91%	92%
they can talk to their teachers about their concerns (S2042)	100%	100%	92%
their school takes students' opinions seriously (S2043)	100%	100%	92%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
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%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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.

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. The school environmental management plan was completed in 2011 with investigations into recycling solutions to continue. The school currently waters using rainwater tanks.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	16,694	704
2013-2014	17,412	1,292
2014-2015	24,348	962

*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.

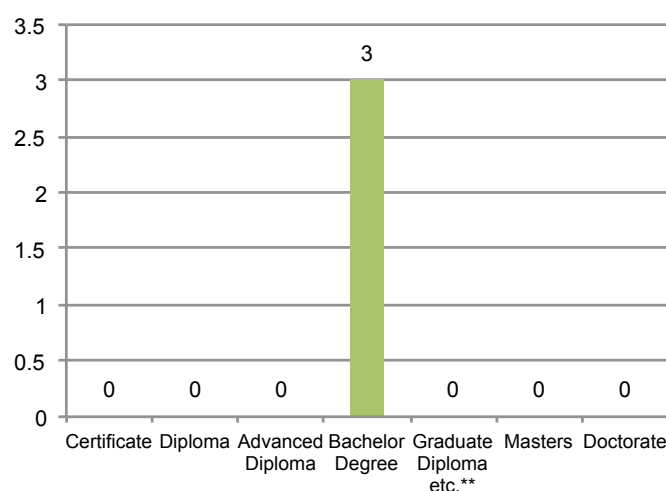
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time equivalents	3	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	3



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$3056.20

The major professional development initiatives are as follows:

- State Principal's conference
- Mentoring and coaching
- Indigenous perspectives
- Community engagement
- Parent engagement

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	100%	100%	97%

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 2015 school year.

School income broken down by funding source

School income 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

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	92%	90%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

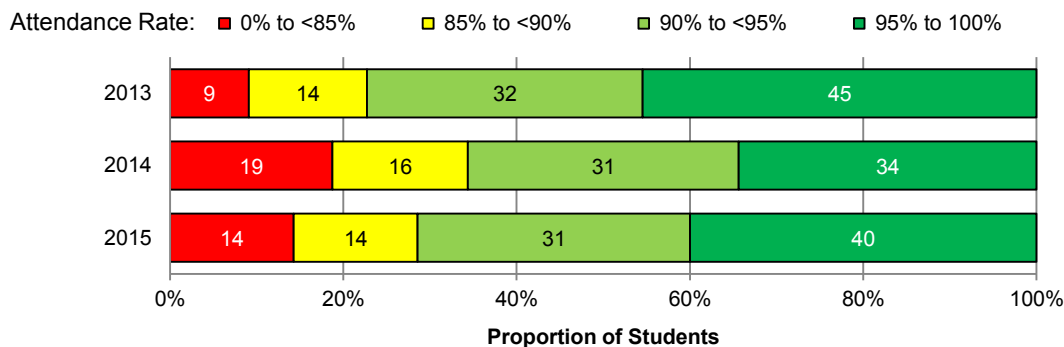
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	DW	93%	93%	94%	95%	90%	85%					
2014	89%	89%	94%	94%	94%	92%	94%	89%					
2015	93%	90%	94%	91%	93%	90%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Sector:

Government

Non-government

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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.