Principal’s foreword

Introduction
The intent of the Annual Report is to provide parents and the community with information about Mourilyan State School that not only describes our performance but allows comparison with all State and non-State Schools in Queensland. It provides an overview of the highlights, successes and challenges at Mourilyan State School during 2011.

Mourilyan students are enthusiastic learners who enjoy participating fully in the academic, sporting and cultural aspects of our school.
Our staff members are enthusiastic and hardworking. This ensures our school environment is a great place to learn and to build on success. We have decision making processes that provide a consistent and targeted approach to learning and behaviour across the school.

Mourilyan State School was established in 1908 and has a long-standing positive relationship with parents and community developed over many generations.
We are very proud of our clean and attractive school environment with attractive gardens, well-established playgrounds with extensive shade covers, covered walkways and considerable plantings of trees and shrubs. Having survived two of Far North Queensland’s most destructive cyclones in the last six years we are confident in, and proud of, our educational achievements.

What makes us proud:
The consistent success and achievements of our students in academic, social, cultural and sporting spheres
RAGE reading program in years P-7
Maths program implementation
Use of teacher aides to support Literacy and Numeracy programs
Positive school tone and community involvement in students’ activities and progress

School progress towards its goals in 2011

The major goals for 2011 were:
Improve teaching and learning in literacy.
Improve teaching and learning in Numeracy.
Improve teaching and learning in Science.
Consolidate the effective teaching team and increase differentiation of instruction.
During 2011 we continued to refine teaching and learning in the key areas of literacy and numeracy. Number groups were instituted in years 1-3 using the same model that has produced success in reading over the years.
Our Prep program was modified to reflect the increased expectations of our students while still providing a highly supportive and activity based classroom.
Considerable preparation was undertaken in English. Mathematics and Science to prepare for the introduction of the national curriculum in 2012.

**Future outlook**

**Priority 1: Improving teaching.**

- **Strategy 1.1:** Implement "Planning for an Expert Teaching Team"
- **Strategy 1.2:** Use 15 teacher PD hours to conduct workshops based on Archer & Hughes (explicit teaching), John Hattie (Visible Learning) and evidenced-based and explicit approaches.
- **Strategy 1.3:** Implement coaching approaches and formal classroom visits as per Coaching Accreditation Program and P.E.T.T.
- **Strategy 1.4:** Provide further differentiation of programs to support excellence (top 2 Bands NAPLAN)
- **Strategy 1.5:** Refresh and re-implement school Spelling program (Soundwaves) Yrs 1-7
- **Strategy 1.6:** Implement ability based NUMBER groups across Yrs 1-3 incl. JEMMS
- **Strategy 1.7:** Implement JEMMS (Yrs 2-4) and EMMS (Yrs 4-7)
- **Strategy 1.8:** Publish Professional Learning Plan
- **Strategy 1.9:** Develop and implement school wide consolidation strategy
- **Strategy 1.10:** Develop and implement Bookwork policy
- **Strategy 1.11:** Implementation and review of C2C units

**Priority 2: Refining and embedding data based decision making.**

- **Strategy 2.1:** Reschedule all school based testing for classes on One School including Regionally directed instruments. Use One School for collection of data.
- **Strategy 2.2:** Conduct regular (5 weekly) discussions of appropriate data collected – particularly in reading and number.
- **Strategy 2.3:** Use both school based and external data to adjust content and pedagogy in Number, Reading, Writing, Spelling and G&P, and to vary C2C units according to the needs of learners (incl. differentiation for students identified as requiring special provision.)
- **Strategy 2.4:** Develop and implement a 'small step' number continuum to allow data collection and ability grouping in number.
- **Strategy 2.5:** Continue to maintain 'the WALL' as a visual aid to monitoring student performance, measuring progress and curriculum decision making.
- **Strategy 2.6:** Using 2011 data to set realistic and achievable targets in line with Regional expectations for Reading and Number.
- **Strategy 2.7:** Develop staff skills in interpretation of literacy data: staff meetings, PFD

**Priority 3: Refining and embedding Planning & Accountability Systems at all leadership levels.**

- **Strategy 3.1:** Implement "Planning for an Expert Teaching Team"
- **Strategy 3.2:** Install program managers for key programs – English, Mathematics, Science, Sport/HPE etc.
- **Strategy 3.3:** Prepare and present I.S.R.

**Priority 4: Connecting parents and caregivers with their children’s learning.**

- **Strategy 4.1:** Promote connection to the school through slogan ‘Literacy, Numeracy, Learning to think, Learning to learn, Learn to get along’.
- **Strategy 4.2:** Hold class meetings in Week 3 of Term 1 to outline class/school programs, procedures and directions.
- **Strategy 4.3:** Contact parents with details of assessment before and after completion.
Strategy 4.4: Continue to include articles in newsletter on a weekly basis covering aspects of teaching/learning with an emphasis on Literacy and Numeracy.
Strategy 4.5: Continue to promote parent involvement in P&C, Management Committee, fete, classroom and excursion/camp activities as a matter of course.
Strategy 4.6: Explore opportunities to present information sessions to parents – reading and number
Strategy 4.6: Audit and record ‘friends at school’ programs
Strategy 4.7: Review attendance strategy

Priority 5: Learning to Learn, Learning to Think, Learning to Get Along

Strategy 5.1: Implement Higher Order Thinking policy
Strategy 5.2: Implement Virtues Program against R.E. in timetable
Strategy 5.3: Maintain existing Responsible Behaviour plan including Student Code of Conduct
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>134</td>
<td>71</td>
<td>63</td>
<td>94%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
During 2011 there were slightly more female than male students, although each class reflected good balance. Indigenous enrolment was roughly 15% and there were a small number of students from language backgrounds other than English.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>19.3</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24.7</td>
</tr>
<tr>
<td>All Classes</td>
<td>22</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings
The curriculum program covers the Key Learning Areas – English, Mathematics, Science, the Arts, Study of Society and the Environment, technology, health and Physical Education and Italian.

Our distinctive curriculum offerings are:

The RAGE program from P-7 is a very successful literacy program, developing explicit skills in reading and comprehension. It caters for every child at his/her own level so that basic knowledge, concepts, skills and processes can be taught – with opportunities for extension and remediation. All teachers and teacher aides work with small groups of children in literacy blocks 4 mornings a week.

Our mathematics program requires the explicit teaching of knowledge and skills coupled with opportunities for practice and investigations. Students in Years 1-3 are placed in small ability groups for 4 sessions each week to receive direct instruction in Number.

Our early childhood students in Prep and Year 1 take part in the innovative and highly engaging Letterland phonemics program.
Extra curricula activities

The school has a number of extra-curricular programs in place including:
- Choir (senior and junior choirs include approximately 60 students).
- Instrumental Music (approximately 25 students in years 3-7 learn brass, woodwind and strings).
- Leadership (our Year 7 students all fill leadership roles within the school).
- Optiminds (committed teaching staff train teams for cooperative problem solving competition).

How Information and Communication Technologies are used to assist learning

All staff members hold Education Queensland Information Communication Technology Certificates. A teacher at the school was one of 12 state-wide winner of the E.Q. Smart Classrooms Award in 2011. All our classrooms are provided with interactive whiteboards which our teachers use extensively in lessons. Both day to day learning and assessment is frequently completed using classroom computers or our library computer room as well as a range of cameras, recorders and other digital equipment.

Social climate

The classrooms at Mourilyan S.S. are settled and focussed on learning. Through application of the school Responsible Behaviour Plan and consideration of students’ needs in planning the program effective learning occurs every day in every classroom.

In the playground students interact freely and well, within well-defined behavioural and physical boundaries. In general older students are concerned with the safety and well-being of younger students and often act as guides and mentors.

Prep students undertake a staged introduction to the school playground. During Term 1 they are restricted to the Prep playground. During Term 2 Prep students eat morning tea and play with the older students from 11.00-11.25 a.m. From the beginning of Term 3 Preps are fully integrated into ‘the big school’.

We include a range of behaviour and sociability programs within the school including the “Student Code of Conduct” at the beginning of each year and the ‘Virtues’ program which is delivered alongside Religious Education to Years 1-4.

According to the 2011 School Opinion Survey 84.4% of parents were satisfied with the School Climate and 81.5% were satisfied with the Learning Climate. Parents were Very Satisfied with the statement that ‘Your child is happy to go to this school’ (3.45)

Parent, student and teacher satisfaction with the school

Generally speaking parents, students and staff all express high levels of satisfaction with the school. These levels have been steadily increasing over the past few years.

<table>
<thead>
<tr>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>81%</td>
<td>75%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>77%</td>
<td>79%</td>
<td>68%</td>
<td>96%</td>
</tr>
<tr>
<td>73%</td>
<td>71%</td>
<td>83%</td>
<td>92%</td>
</tr>
<tr>
<td>86%</td>
<td>78%</td>
<td>87%</td>
<td>91%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education
At Mourilyan S.S. parents are encouraged to participate in their children’s education through:

- Volunteering in classrooms
- Participating in excursions and camps
- Becoming involved in school decision making through the P&C Association and various sub-committees
- Volunteering in the tuckshop
- Engaging with students through homework and assignments
- Providing opportunities for learning outside of school

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

During 2011 the school developed an Environmental Sustainability Plan which will be implemented through 2012. One of the key facets of this plan is to begin a recycling program in collaboration with the Cassowary Coast Regional Council and Subloo’s.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>72,980</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>73,126</td>
<td>9</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>0%</td>
<td>-100%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>7</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>7</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
</tbody>
</table>

In addition all of our 6 teacher aides either currently hold, or are studying for, Certificate III in Education Support. Four teacher aides are currently studying for a Diploma in Education Support.
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $13,920.

The major professional development initiatives are as follows:

- Use staff expertise to widen knowledge of curriculum delivery and pedagogy.
- Provide professional development to enhance teachers’ skills to develop differentiation within teaching programs to cater for the range of students.
- Implement and monitor the effectiveness of the School Wide Pedagogy Principles to ensure they are evident within teachers planning and practices.
- Implement the recently developed Higher Order Thinking Skills Program across the curriculum.
- Embed commonly agreed upon teaching practices across all classes with a particular focus on Literacy, Numeracy and Science. (see School Wide Pedagogy)
- Continue to implement the Department’s Developing Performance Framework, or alternative process, for all staff.
- Develop practices and procedures to enable teachers to share and observe good teaching and learning strategies within and across schools – incl. systematic moderation between classes and the development of cluster wide standards.
- Develop a formal Professional Learning Plan linked to the school improvement agenda.
- Formalise the induction process so all new and beginning staff receive an appropriate and thorough induction to the school.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

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 2011 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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page. School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Attendance in 2012 was impacted by the effects of Cyclone Yasi.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>88%</td>
<td>87%</td>
<td>91%</td>
<td>89%</td>
<td>89%</td>
<td>87%</td>
<td>89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution
The proportions of students by attendance range.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Contravention of the compulsory schooling provisions of the act are dealt with in line with the CANECUTTER Cluster attendance flow chart.

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

Students in Years 3 and 7 exceeded state and national means in all areas of testing except Year 3 spelling which was very slightly below the national mean.

In Year 5 the school mean was directly comparable with state figures in most areas but below national means.
Performance of our students

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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap
The small number of indigenous students within the school (approx. 20) makes it difficult to make generalized statements about the Closing the Gap outcomes. The ‘Gap’ varies widely according to which measures are being used and which year levels are in the spotlight. On some occasions there has been a positive ‘Gap’ caused by the high achievement of individual indigenous students. Reporting on small groups of students would risk breaching privacy.