Mount Sylvia State School
Queensland State School Reporting
2014 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 2014 School Annual Report for Mount Sylvia State School follows the progress, opinions and goals of students, parents and staff at the school during the 2014 school year. Mount Sylvia School provides a wonderful environment for its students, who are supported by dedicated staff and a very supportive community.

Students at the school receive an equitable, inclusive, creative and challenging education, setting them on a life-long journey of enrichment - cognisant of the past and looking to the future. As the hub of the community the school provides a venue where staff, parents and community members are an integral part of student learning. Mount Sylvia State School community treats all people with respect and dignity, fosters safe environments that support innovative and creative practices, encourages all members of the school community to participate in education and cultural activities, supports the pursuit of excellence, and encourages leadership qualities in staff and students.

This report contains information relating to Mount Sylvia State School's goals, achievements and outcomes for 2014

School progress towards its goals in 2014

Mount Sylvia State School's key priorities for 2014 were:

- Writing
- P&C
- Quality Teaching Practices
- Consistent Discipline
- Purposeful Use of Data

Priority	Strategies	Progress
Writing	Incorporate more writing in the English lessons. Embed explicit teacher elements in writing lessons designed to develop specific skills, knowledge of genre and strategies.	Student performance in NAPLAN had improved.

P&C	The school worked in conjunction with the P&C to ensure accountable practices that support school initiatives were of prime importance. Parent information sessions were held. These developed partnerships between school and home.	The P&C worked well with school staff to support school initiatives. Several parents attended all information sessions.
Quality Teaching Practices	Training and continued practice with Explicit Instruction from the lead of the Experience Senior Teacher on Staff. Review school processes in line with the Teaching and Learning Audit. Develop peer coaching and feedback and sharing of best practice. Work with cluster school staff to share ideas and best practice.	Several sessions were held with all staff to improve classroom practices of all classroom staff. More assistance to aides is required. Peer support needs to continue to be developed.
Consistent Discipline	Revise the school Responsible Behaviour Plan with all staff. Enact recommendations from the Discipline Audit. Continue to reinforce that discipline to student behaviour involves all staff working together.	All staff continued to be involved in staff discussion on processes and there should be a continued focus in 2015.
Purposeful Use of Data	Fortnightly teacher and staff meetings to analyse student data and discuss student outcomes. Continue tracking student performance using systemic and class data. Using data provide specific students with support using GRG funding.	Purposeful use of data provided a useful tool for staff as they worked independently and in groups with students.

Future outlook

Key priorities from the 2015 School Plan
- Literacy
- Numeracy
- Purposeful use of data
- Positive Behaviour for Learning
- Community engagement

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014:   **Prep Year – Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	42	23	19	83%
2013	37	20	17	80%
2014	36	18	18	85%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Many students at Mount Sylvia School are from farming families. Most farming parents either own local farms or work on farms in the area. In recent years, new families to the district look outside the Mount Sylvia area for full time employment with several parents travelling daily to Gatton. 10% of students enrolled at the school are of aboriginal descent.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	12	16
Year 4 – Year 7 Primary	24	23	22
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	4	0	4
Long Suspensions - 6 to 20 days	0	0	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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Curriculum offerings

Our distinctive curriculum offerings

As well as offering all students an opportunity to engage in the content stated in Key Learning Areas of the Australian Curriculum and the Queensland Essentials for Learning, Mount Sylvia School has distinctive curriculum offerings in its delivery of the curriculum. Classes are multiage. Therefore, students have an opportunity to receive support for their learning at a level best suited for them.

Extra curricula activities

Each year students participate in

- swimming lessons,
- Caffey Small Schools' Athletics Carnival,
- Zone Cross Country,
- Caffey Small Schools' Swimming Carnival,
- Zone Cricket/Softball Carnival,
- Zone Netball/ Soccer Carnival

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are used in each classroom and in many Key Learning Areas. Computers are used by students and staff to enhance class lessons. They may be used to consolidate students' learning of specific content, enhance knowledge and to produce class work with a professional finish.

Mondo pads are large interactive touchscreens utilised by classroom staff to support curriculum content and display computing processes for various programs.

Social Climate

Mount Sylvia School has a supportive environment. Children are encouraged to follow school rules and receive awards for positive behaviour. There are consequences for inappropriate behaviour. These consequences are outlined in the school's Responsible Behaviour Plan.

We have implemented a Learning and Wellbeing framework at Mount Sylvia to show our commitment to the health, safety, wellbeing, engagement and happiness of our learners. We work to ensure our students have a positive learning environment. 100% of students feel safe in their school environment.

In 2014 the school was successful in their application for chaplaincy funding. The chaplain worked at the school to support students' emotional well-being and provided support for individuals in the classrooms. Special lunchtime activities were arranged by the chaplain.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	72%	83%	DW
this is a good school (S2035)	71%	83%	DW
their child likes being at this school* (S2001)	78%	83%	DW
their child feels safe at this school* (S2002)	89%	92%	DW
their child's learning needs are being met at this school* (S2003)	72%	75%	DW
their child is making good progress at this school* (S2004)	72%	67%	DW

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school expect their child to do his or her best* (S2005)	89%	92%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	83%	DW
teachers at this school motivate their child to learn* (S2007)	78%	75%	DW
teachers at this school treat students fairly* (S2008)	67%	58%	DW
they can talk to their child's teachers about their concerns* (S2009)	83%	92%	DW
this school works with them to support their child's learning* (S2010)	83%	92%	DW
this school takes parents' opinions seriously* (S2011)	78%	75%	DW
student behaviour is well managed at this school* (S2012)	56%	75%	DW
this school looks for ways to improve* (S2013)	88%	83%	DW
this school is well maintained* (S2014)	94%	100%	DW

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	69%	100%	100%
they like being at their school* (S2036)	81%	82%	94%
they feel safe at their school* (S2037)	94%	100%	100%
their teachers motivate them to learn* (S2038)	100%	91%	88%
their teachers expect them to do their best* (S2039)	100%	91%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	90%	100%
teachers treat students fairly at their school* (S2041)	94%	82%	67%
they can talk to their teachers about their concerns* (S2042)	94%	91%	88%
their school takes students' opinions seriously* (S2043)	94%	45%	50%
student behaviour is well managed at their school* (S2044)	65%	55%	63%
their school looks for ways to improve* (S2045)	94%	90%	94%
their school is well maintained* (S2046)	94%	82%	81%
their school gives them opportunities to do interesting things* (S2047)	100%	91%	75%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Each year school staff and the P&C Association try to personally invite parents to school events. The P&C has a lot of involvement in the school by looking after external facilities. When parents receive a personal invitation to events they are more likely to attend.

The school has an open door policy and this is advertised regularly through school newsletters. Parents generally pop in to the school when it is convenient for them. Each year parents are asked to volunteer regular time to help out at the school. The regular help is greatly appreciated by school class and grounds staff. Parent availability to help in classrooms is declining as more parents return to the workforce. However, strong ties with families are encouraged to keep parents up to date with their child's learning.

Reducing the school's environmental footprint

Mount Sylvia School is a rural school with no town water therefore all water is tank water and bore water. The floods at the beginning of 2013 replenished both water supplies. Irregular rain during 2014 meant that tanks continually needed refilling from other tanks not connected to children's drinking water.

Solar Panels added to A Block and the Library were providing electricity but were not connected to the Energy Grid. This problem was resolved at the start of 2014. More initiatives to reduce electricity needs to be made with air conditioners only being used for parts of cold days and fans used and windows opened more often in summer months.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	12,131	0
2012-2013	11,035	0
2013-2014	12,689	0

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.

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Our staff profile

Staff composition, including Indigenous staff

Teaching staff composition during 2014 was fairly stable throughout the year. Two part time teachers were responsible for the learning of students in Prep-Year 2 and the teaching principal was responsible for the teaching and learning of students in Years 3-7. Several aides can speak other languages and this adds an extra aspect to children's learning.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	6	0
Full-time equivalents	2	3	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	**3**
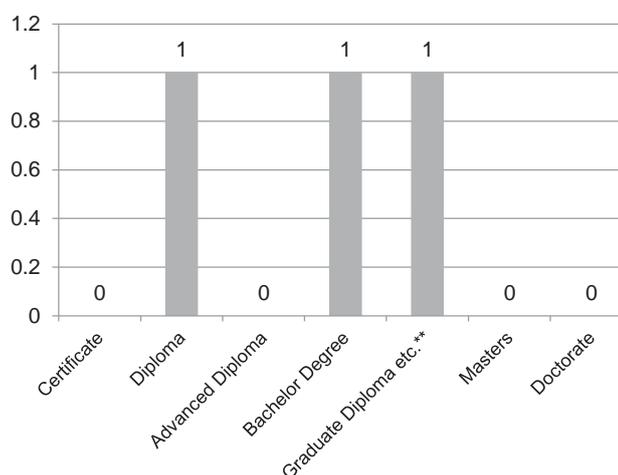
*Teaching staff includes School Leaders

**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 2014 were $3200.

Major Professional Development initiatives are as follows:-

- Departmental Priorities- Curriculum Risk Management, Code of Conduct, Asbestos Awareness, Student Protection, Workplace Health and Safety, Keys to Managing Information
- Moderation
- School initiatives- FiSH Philosophy, Dyslexia support, using OneSchool, Explicit Instruction
- Quality Schools: Inclusive Leaders
- 7 steps to Writing.

100% of teaching staff attended several professional development opportunities throughout the year.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	94%	99%	93%

Proportion of staff retained from the previous school year

From the end of the previous school year, 55% of staff was retained by the school for the entire 2014 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

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
        ☑ Non-government

SEARCH

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	94%	91%	91%	97%	89%	95%					

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2013	90%	92%	97%	94%	95%	94%	90%
2014	94%	86%	96%	96%	94%	96%	92%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.
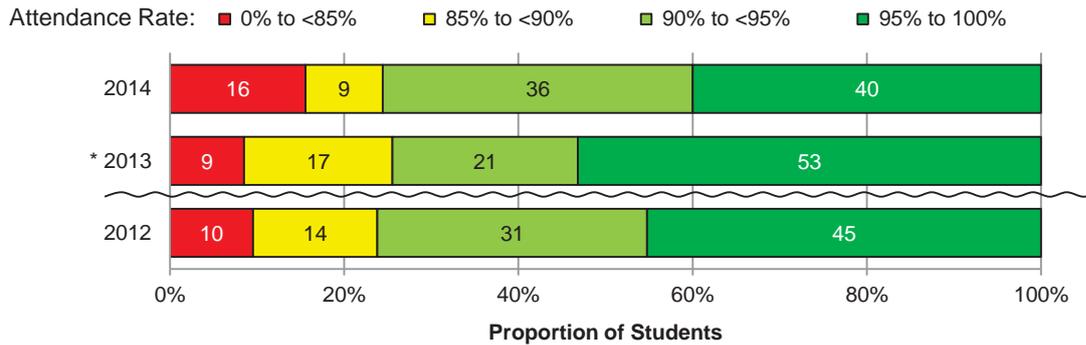
*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Rolls are marked at the school at the beginning and at the end of each day. Students who have been absent on previous days and whose parents have not contacted the school are asked if they have a note. If this is requested for students for several days a note is sent home or a call is made to parents to remind them to let the school know the reason of their child's absenteeism.

If a child is absent for a number of days and no contact has been made with the school by the family, every attempt is made to contact the family for an explanation.

The importance of regular attendance is promoted in the school Newsletter and to parents at P&C Meetings. If students are to be absent for 10 days or more, parents are required to complete an Exemption from Compulsory Schooling Form and submit to the principal for consideration.

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/.

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Achievement – Closing the Gap

In 2014 there were 4 indigenous students enrolled in Mount Sylvia School. These students regularly attended school and three received high scores in NAPLAN testing.

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