

# Mount Sylvia State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	6 Left Hand Branch Road Mount Sylvia 4343
Phone	(07) 5462 6245
Fax	(07) 5462 6155
Email	principal@mtsylvias.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Mark Thompson - Principal

## Principal's foreword

### Introduction

The 2015 School Annual Report for Mount Sylvia State School follows the progress, opinions and goals of students, parents and staff at the school during the 2015 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 lifelong journey of enrichment - informed 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 2015. A new principal commenced in 2015 and the school participated in a priority review conducted by the School Improvement Unit. This reviewed commenced on the 1 & 2 June 2015. This process highlighted a number of areas for focus for the remainder of 2015 and into 2016. The future outlook highlights the agenda for 2016.

### School progress towards its goals in 2015

Mount Sylvia State School's key priorities for 2015 were:

- Literacy
- Numeracy
- Purposeful use of data
- Positive Behaviour for Learning
- Community engagement

Priorities	Strategies	Progress
Literacy	Develop a literacy programme in the school.	Partially implemented reading group strategies in 2015 and further implementation of literacy strategies across all learning areas in 2016.
Numeracy	Use teaching strategies to increase number facts knowledge and retention.	Partially implemented in 2015 and continue to implement further strategies in 2016.
Purposeful use of data	Teacher and staff meetings to analyse student data and discuss student outcomes. Continue tracking student performance using systemic and class data.	Implemented data conversations with staff using data at meetings to guide decision making for curriculum, teaching and learning decisions.

Positive Behaviour for Learning	Commence a positive behaviour for learning process in the school.	Partially implemented in 2015 and full implementation and launch in 2016.
Community engagement	Develop regular print and electronic communication with parents and carers.  Develop a rapport with all families through meet and greet strategies.	Implemented ongoing distribution of newsletters and emails in 2015.  Implemented through phone contact, greetings at gate and attendance at school/community functions.

### Future outlook

Key priorities for the 2016 School Plan

- Reading (comprehension)
- Develop an explicit, coherent and sequenced curriculum plan with clear alignment to the Australian Curriculum.
- Positive Behaviour for Learning
- Writing
- Community Engagement

## 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	37	20	17	3	80%
2014	36	18	18	4	85%
2015	36	21	15	3	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.

### 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 have settled in the valley for a change of lifestyle and look outside the Mount Sylvia area for full time employment with several parents travelling daily to Gatton.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	12	16	18
Year 4 – Year 7 Primary	23	22	18
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	4	1
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

The key learning areas are taught in multiage classrooms through a focussed lessons, group work and independent activities.

- Our school continued to align our whole school plans with priorities identified in “United in our Pursuit of Excellence” that focuses on School Improvement from 2012-2016.
- We continued our Regional Focus in DDSW on improving reading results across the region with a focus on Explicit Teaching, Coaching and Feedback and Purposeful Use of Data.
- Mount Sylvia State School commenced implementation of Positive Behaviour for Learning (PBL) and completed a review of our Code of School Behaviour, staff professional learning, internal behaviour coach training, weekly behaviour lessons, review of the major and minor incidents and the process for positive acknowledgement and redirection.

### Extra curricula activities

#### Sport

Students had the opportunity to participate in cricket, softball, netball and soccer carnivals in a Caffey Small Schools team, swimming and athletic carnivals with the Caffey Small Schools as well as a Cross Country. Students may be selected to participate in Lockyer Zone and Darling Downs Regional teams in all the above mentioned sports.

#### Camp

The school conducted a camp for the first time in many years. Year 4-6 students attended a 3 day/2 night camp at Emu Gully near Helidon. Our school worked with Glenore Grove State School to make the camp viable financially by reducing costs and to provide socialisation with other students. Students participated in a range of activities to develop both self-awareness and team skills. P&C and parent contributions paid for the cost of the camp.

#### Excursions

Prep – year 3 students participated in excursions to Cobb & Co Museum in Toowoomba for history and Mt Coot-tha Botanical Gardens and Planetarium for geography and science.

#### Community Events

The school participated in the Anzac Day March at Gatton, the Remembrance Day Ceremony at Ma Ma Creek, Ma Ma Creek Exhibition, a disco with Glenore Grove State School, Gatton Show, Under Eights Day and World Tree Planting Day.

### How Information and Communication Technologies are used to improve learning

Information and Communication Technologies are used in all learning areas to support 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 content for student learning.

## Social Climate

As students are learning about expected behaviours in our school there are consequences for poor choices and inappropriate behaviour. Consequences are used to redirect student behaviour. These consequences are outlined in the school's Responsible Behaviour Plan.

The school follows a Learning and Wellbeing framework to continue 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 2015 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 and special lunchtime activities as arranged by the chaplain.

School leaders in year 6 conduct school parades each week and take responsibility for agreed roles throughout the year. All upper primary students have weekly tasks in and out of the classroom which they perform with support and encouragement to develop further levels of responsibility for themselves and the school. Lower primary students have set tasks in their classroom at an appropriated level for development and understanding. For example, each class have line leaders for moving around the school. Upper primary students are responsible for the flag and anthem each week.

Parents are encouraged to participate in the school and are kept informed through regular newsletters, emails and personal communication from staff. 100% agreed that Mount Sylvia State School is a good school and their child feels safe at school. 100% of staff enjoy working at our school. 100% of parents agreed that staff expect high standards from the students. Feedback from the 2015 survey has informed future directions for 2016.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	83%	DW	83%
this is a good school (S2035)	83%	DW	100%
their child likes being at this school (S2001)	83%	DW	83%
their child feels safe at this school (S2002)	92%	DW	100%
their child's learning needs are being met at this school (S2003)	75%	DW	83%
their child is making good progress at this school (S2004)	67%	DW	83%
teachers at this school expect their child to do his or her best (S2005)	92%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	DW	100%
teachers at this school motivate their child to learn (S2007)	75%	DW	83%
teachers at this school treat students fairly (S2008)	58%	DW	83%
they can talk to their child's teachers about their concerns (S2009)	92%	DW	100%
this school works with them to support their child's learning (S2010)	92%	DW	83%
this school takes parents' opinions seriously (S2011)	75%	DW	83%
student behaviour is well managed at this school (S2012)	75%	DW	83%
this school looks for ways to improve (S2013)	83%	DW	100%
this school is well maintained (S2014)	100%	DW	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	56%
they like being at their school (S2036)	82%	94%	44%
they feel safe at their school (S2037)	100%	100%	56%
their teachers motivate them to learn (S2038)	91%	88%	78%
their teachers expect them to do their best (S2039)	91%	100%	89%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
their teachers provide them with useful feedback about their school work (S2040)	90%	100%	78%
teachers treat students fairly at their school (S2041)	82%	67%	33%
they can talk to their teachers about their concerns (S2042)	91%	88%	56%
their school takes students' opinions seriously (S2043)	45%	50%	44%
student behaviour is well managed at their school (S2044)	55%	63%	22%
their school looks for ways to improve (S2045)	90%	94%	63%
their school is well maintained (S2046)	82%	81%	67%
their school gives them opportunities to do interesting things (S2047)	91%	75%	50%

Performance measure			
Percentage of school staff who agree <sup>#</sup> 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)	DW	100%	100%
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%

<sup>#</sup> '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

The Principal has provided regular newsletters, emails and personal contact with every family. Parents are encouraged to attend parades and participate in school events. Some parent volunteers have provided time to work with students in the classroom, on projects and other activities.

Each year school staff and the P&C Association work to personally invite parents to school events and to volunteer their time when available. The P&C has a lot of involvement in the school by organising working bees to look after some external facilities such as gardens. When parents receive a personal invitation to events they are more likely to attend.

Parents and carers provide transport when available for students to attend many events outside of our school. Parents and carers are encouraged to participate in their child's education at school, on excursions when appropriate and at home and this is advertised regularly through school newsletters. Each year parents are asked to volunteer their time to help out at the school through catering activities, providing transport and classroom reading. The regular help is greatly appreciated by school, students 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 rainwater and bore water. Irregular rain during 2015 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 continue to provide electricity into the grid. More initiatives to reduce electricity needs have been introduced with all air conditioners set to optimal temperatures for reduction in heating and cooling. Staff and students have been reminded to reduce air conditioner use to only being used for parts of cold days usually morning, and fans used and windows opened more often in summer months.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	11,035	0
2013-2014	12,689	0
2014-2015	8,001	

\*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

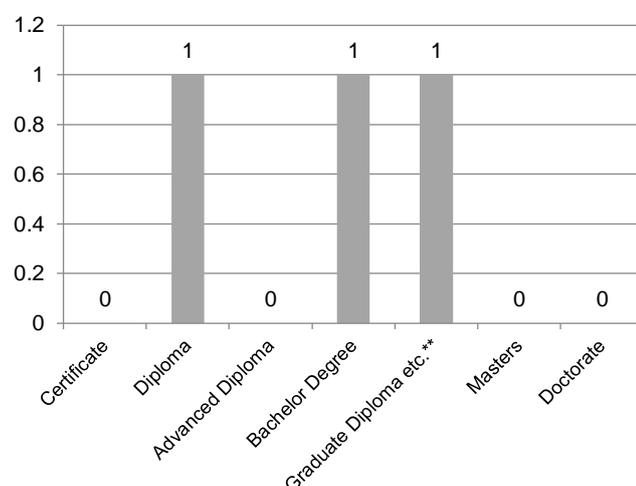
### Staff composition, including Indigenous staff

Teaching staff composition during 2015 changed as the Prep-2 teacher took maternity leave in Term 2. Another full time teacher was engaged for the remaining part of the year for the Prep-2 class. The teaching principal was responsible for the teaching and learning of students in Years 3-7. Several teacher aides work with small groups and individual across all year levels.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	5	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
<b>Total</b>	<b>3</b>



\*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 \$8130

The major professional development initiatives are as follows:

- Implementing the Explicit teaching agenda.
- Implementing new curriculum areas
- Regional modules presented by Curriculum, Pedagogy and Learning team
- Positive behaviour for learning modules 1 – 4 attended by teachers and teacher aides.
- C2C multi age training
- Principal forum, cluster and regional principal meetings
- Principal State Conference 2015
- Mandatory training- asbestos, code of conduct, ethical standards, child protection, first aide, cleaners training.
- School visits for all staff

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.	99%	93%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 58% 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

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).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	98%

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)

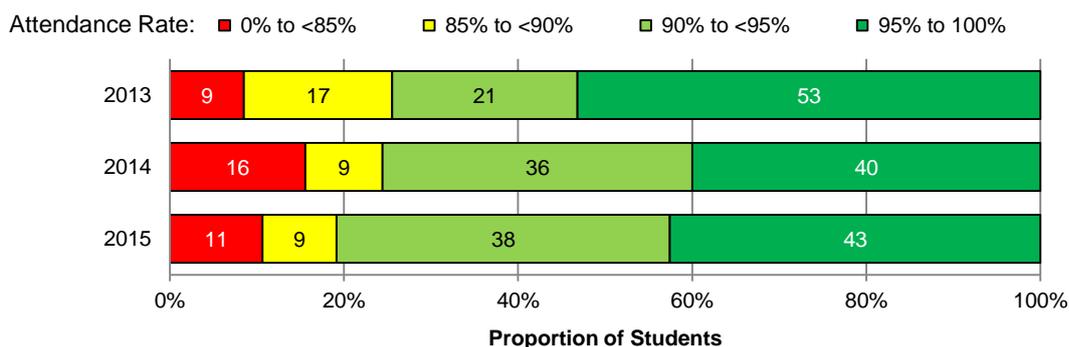
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	96%	90%	92%	97%	94%	95%	94%	90%					
2014	92%	94%	86%	96%	96%	94%	96%	92%					
2015	93%	95%	95%	93%	94%	90%	95%						

\*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 at the school at 9 am and 1.40 pm 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 no note is available parents are contacted for an explanation and 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. The school is proactive in ensuring that students find their schooling a positive experience. This is done by ensuring that learning tasks are catered to their individual needs, to re-enforce success and confidence. A range of playground experiences and activities, as well as attractive physical surrounds ensures that students feel happy and safe in their school environment.

### 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

The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A label "Sector:" followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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 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.