



# Mount Sylvania State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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## School Overview

Mount Sylvania School is a small rural (Band 5) school located in the Lockyer Valley Regional Shire approximately 22km south-west of Gatton. The school is a proud Positive Behaviour for Learning school with the following expectations: be a learner; be respectful; be responsible and be safe.

The school is a two teacher, multi-age, co-educational facility catering for students in the Preparatory Year to Yr 6. Our curriculum has a focus on improving students' literacy and numeracy skills through individualised and class lessons via subject specific teaching and learning. Being a small school, teachers are able to utilise personal knowledge regarding the children to develop future opportunities for all students. Each child's progress is mapped, recorded and reported against outcome statements of what a student should know and be able to do. Because the school and community value our sense of 'family', the school has an 'open door' policy to encourage parents and community members (with a Working with Children Check) to spend time in children's classrooms and become involved in school events.

## Principal's Foreword

### Introduction

The 2016 School Annual Report for Mount Sylvania State School follows the progress, opinions and goals of students, parents and staff at the school during the 2016 school year. Mount Sylvania School provides a positive learning 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 Sylvania 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 Sylvania State School's goals, achievements and outcomes for 2016.

### School Progress towards its goals in 2016

Mount Sylvania State School's key priorities for 2016 were:

- Reading

- Development of an explicit and sequenced curriculum plan with clear alignment to the Australian Curriculum
- Positive Behaviour for Learning
- Writing
- Community Engagement

Priority	Strategies	Progress
Reading	<p>Develop a whole school reading programme based around First Steps principles</p> <p>Prioritise the teaching and learning of comprehension strategies to build school-wide consistent practices</p> <p>Build the capacity of teachers and teacher aides to deliver the teaching of comprehension strategies</p> <p>Build the capacity of teachers and teacher aides to collect and analyse data in order to inform teaching and learning</p>	<p>Partial implementation of whole school reading programme with further implementation planned throughout 2017</p> <p>Reading strategies introduced to staff and curriculum delivery timetable created to support reading strategies</p> <p>Professional development activities linked to strategies and data discussion about reading at staff meetings</p> <p>Ongoing data collection, analysis and professional conversations in improving reading across school</p>
Develop an explicit and sequenced curriculum plan with clear alignment to the Australian Curriculum	<p>Partnering with regional CPL team, cluster principals, school staff and community to develop a framework with associated processes for planning, implementation and evaluation</p> <p>Monitor and review curriculum plan's implementation and effectiveness</p>	<p>Partial implementation of explicit and sequenced curriculum plan with clear alignment to the Australian Curriculum for English, Maths and Science in 2016 with review, adjustments and implementation of other key learning areas in 2017</p> <p>Ongoing monitoring and review of student data, professional conversations, observations and feedback to determine successful implementation with review and adjustments planned for 2017</p>
Positive Behaviour for Learning	<p>School wide adoption of PBL plan</p> <p>Develop, monitor and review data collection systems</p>	<p>Successful implementation and adoption of PBL plan</p> <p>Strategy for monitoring and review of data implemented with review of data collection systems in early 2017</p>
Writing	Attend and reflect on implications for teaching writing	50% of teaching staff attended regional writing module in 2016
Community Engagement	Continue to investigate ways to increase community engagement in the school	<p>P&amp;C revitalised in 2016 with a broader community base represented</p> <p>Regular newsletters, email and personal contact with families and community members.</p>

### Future Outlook

Priority	Strategies	Targets and timelines
Reading – comprehension focus	<p>Prioritise the teaching and learning of comprehension strategies to build school-wide consistent practices</p> <p>Build the capacity of teachers and teacher aides to deliver the</p>	Continue implementation of whole school reading programme with comprehension strategy focus throughout 2017

	teaching of comprehension strategies  Build the capacity of teachers and teacher aides to collect and analyse data in order to inform teaching and learning	Engage staff in professional development to embed comprehension reading strategies across all key learning areas throughout 2017  Ongoing data collection, analysis and professional conversations in improving reading comprehension across school throughout 2017
Writing	Research, develop or adapt a writing program for our local context	Quick Writes programme identified and adapted for local context by the end of semester 1, 2017.  Professional development for staff on implementation strategies in term 3, 2017  Implementation of Quick Writes programme in semester 2, 2017
Positive Behaviour for Learning – Tier II	Tier II implementation	Internal coach, team leader and data manager attend coaches training and Tier II readiness training by the end of semester 1, 2017  Ongoing monitoring and review of data throughout 2017

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	36	18	18	4	85%
<b>2015*</b>	36	21	15	3	91%
<b>2016</b>	36	19	17		97%

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 2016, 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

#### Overview

Many students at Mount Sylvania 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 Sylvania area for full time employment with several parents travelling daily to Gatton.

## Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	16	18	17
Year 4 – Year 7	22	18	19
Year 8 – 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The key learning areas are taught in multi-age 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 continued implementation of Positive Behaviour for Learning (PBL) and 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.

### Co-curricular 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. Students participated in water safety lessons at the UQ – Gatton Sports Complex in term 4 for 10 hours.

#### Camp

The school conducted a 3 day/2 night camp for year 4-6 students at The Currumbin Community Farm Campus which is an environmental and outdoor education centre located in Currumbin Valley. 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, environmental 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 heritage-listed Woolshed at Jondaryan for history in semester 1 and The Workshops Rail Museum at Ipswich for science in semester 2.

#### Community Events

The school participated in the Anzac Day March at Gatton, the Remembrance Day Ceremony at school, the Ma Ma Creek Exhibition, the Gatton Show, Under Eights Day and World Tree Planting Day.

### How Information and Communication Technologies are used to Assist 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 and students to support curriculum content and display content for student learning.

## Social Climate

### Overview

Our school is a proud Positive Behaviour for Learning school and uses strategies and routines to provide a welcoming and supportive school environment. We have a well-established rewards program for children focussed on behaviour goals as well as rewards which recognise academic achievements. 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 2016 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 for students.

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 2016 survey showed a great improvement from our 2015 survey.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	83%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	83%	100%
their child feels safe at this school* (S2002)	DW	100%	100%
their child's learning needs are being met at this school* (S2003)	DW	83%	100%
their child is making good progress at this school* (S2004)	DW	83%	100%
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	100%
teachers at this school motivate their child to learn* (S2007)	DW	83%	100%
teachers at this school treat students fairly* (S2008)	DW	83%	100%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	100%
this school works with them to support their child's learning* (S2010)	DW	83%	100%
this school takes parents' opinions seriously* (S2011)	DW	83%	100%
student behaviour is well managed at this school* (S2012)	DW	83%	100%
this school looks for ways to improve* (S2013)	DW	100%	100%
this school is well maintained* (S2014)	DW	100%	100%

## Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	56%	100%
they like being at their school* (S2036)	94%	44%	100%
they feel safe at their school* (S2037)	100%	56%	95%
their teachers motivate them to learn* (S2038)	88%	78%	100%
their teachers expect them to do their best* (S2039)	100%	89%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	78%	95%
teachers treat students fairly at their school* (S2041)	67%	33%	100%
they can talk to their teachers about their concerns* (S2042)	88%	56%	100%
their school takes students' opinions seriously* (S2043)	50%	44%	100%
student behaviour is well managed at their school* (S2044)	63%	22%	85%
their school looks for ways to improve* (S2045)	94%	63%	95%
their school is well maintained* (S2046)	81%	67%	95%
their school gives them opportunities to do interesting things* (S2047)	75%	50%	95%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	100%	75%
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%

\* 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

The Principal has a regularly updated school website, 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.

Teachers have parent/teacher interviews in term 1 and term 3 with parents and carers to discuss and plan for their child's progress and success at school. If adjustments are required then parents are contacted and written plans are discussed or negotiated and agreed before being put in place to support students' learning needs. The goal is to have at least one year's growth for one year of learning for every student.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our school programmes include the Daniel Morcombe Foundation activities which focus on personal safety and awareness, and in 2017 our school will be implementing a Respectful Relationships Programme which will include identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	4	1	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.

## Environmental Footprint

### 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 2016 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. The increase in the 2015-2016 years was due to students utilising more learning spaces in our schools at the same time.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	12,689	0
2014-2015	8,001	
2015-2016	13,675	

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.

## 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 <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

Sector:  
 Government  
 Non-government

Where it states '**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.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	4	0
Full-time Equivalent	2	2	0

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	2
Diploma	1
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$4200.

The major professional development initiatives are as follows:

- Online teaching reading modules – teaching staff
- Teaching writing workshop
- First Aid/ CPR updates
- Literacy Workshops for teacher aides
- Professional learning community with Mount White and Ma Ma Creek State School teaching staff
- Curriculum, Pedagogy and Learning team workshops for curriculum unit writing using Australian Curriculum Standards

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	93%	97%	99%

### 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 2016.

## Performance of Our Students

### Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

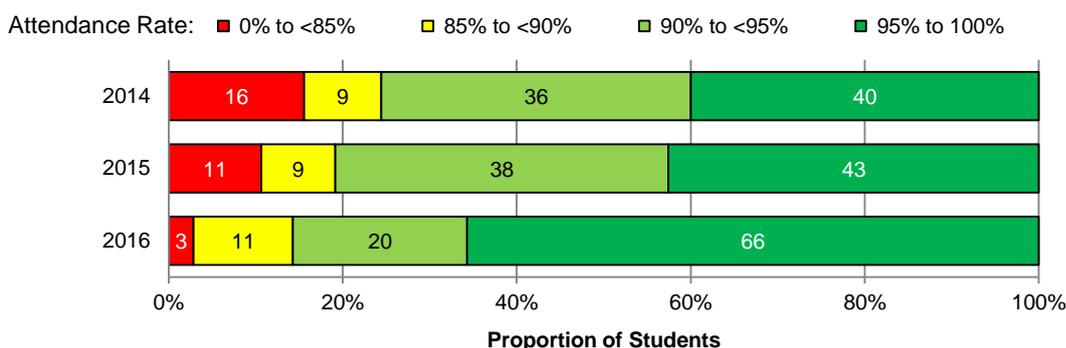
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	94%	86%	96%	96%	94%	96%	92%					
2015	93%	95%	95%	93%	94%	90%	95%	100%					
2016	92%	97%	96%	96%	96%	94%	95%						

\*Attendance rates effectively count 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. Parents are encouraged to advise of absences by phone (answering machine out of hours) or email if a child is absent. If a student is absent and our school has not been contacted, administration or teacher aides contact parents/carers on the morning of the absence to find out where the student is and if they are absent with a reason.

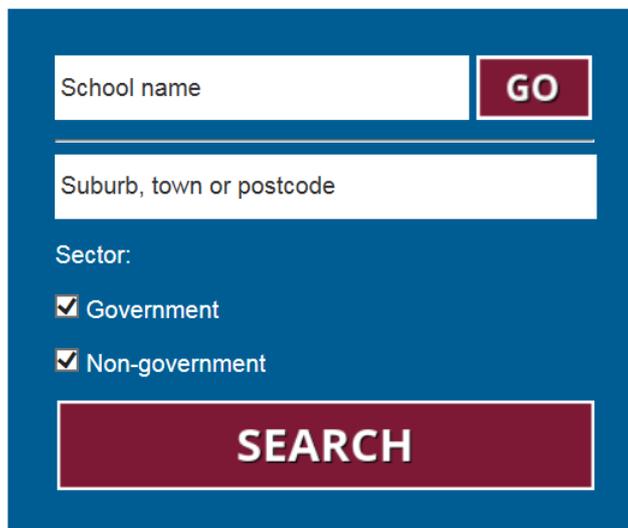
The importance of regular attendance is promoted in the school Newsletter and to parents at P&C Meetings. If students are to be absent for 10 days or more, parents are required to complete an Exemption from Compulsory Schooling Form and submit to the principal for consideration. The school is proactive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

## NAPLAN

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



School name

Suburb, town or postcode

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.

## Conclusion

At Mount Sylvia State School, our students, families, staff and community are proud of the achievements we have made throughout 2016. We move towards 2017 full of determination to provide the best small school education for all our students. Our school continues on a journey of improvement and by working within and beyond our school community we will continue to be successful. Our goal is to produce students who have an understanding of their place in the world and how they can be successful lifelong learners. Our students' learning achievements are the best advertisement for our school community's efforts.