Mount Sylvia State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

Contact information

Postal address	6 Left Hand Branch Road Mount Sylvia 4343
Phone	(07) 5462 6245
Fax	(07) 5462 6155
Email	principal@mtsylviass.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Mark Thompson - Principal

Queensland Government

School overview

Mount Sylvia School is a small rural school located in the Lockyer Valley Regional Council area approximately 22km south-west of Gatton. 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.

Introduction

The 2018 School Annual Report for Mount Sylvia State School follows the progress, opinions and goals of students, parents and staff at the school during the 2018 school year. Mount Sylvia School provides a positive learning environment for its students, who are supported by dedicated staff and a 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 2018.

School progress towards its goals in 2018

Mount Sylvia State School's key priorities for 2018 were:
- Reading
- Writing
- School Curriculum alignment with Australian Curriculum

Priority	Strategies	Progress
Reading	Differentiate classroom teaching for students to develop comprehension strategies to enhance reading skills.	Review of teaching and learning strategies to support comprehension strategies undertaken in semester 2, 2018.
	Provide profession development opportunities to build the capacity of teachers and teacher aides to deliver phonemic awareness strategies and intervention.	Prep-2 teacher and teacher aide completed professional development in phonemic awareness with a focus on age appropriate pedagogy in semester 1, 2018. Implementation of phonemic awareness teaching and learning strategies in Prep-2 classroom fully implemented in semester 2, 2018.
	Build the capacity of teachers and teacher aides to collect and analyse data in order to inform teaching and learning.	Staff supported to collect, analyse and use reading data to improve student learning outcomes throughout 2018.
Writing	Implementation of daily writing activities for P-6.	Implementation of daily writing activities in semester 1, 2018.
Curriculum development	Refine an explicit, coherent and sequenced curriculum plan with clear alignment to the Australian Curriculum.	Refinement of the English curriculum alignment to the Australian curriculum standards undertaken with partner schools, Mount Whitestone and Ma Ma Creek staff throughout 2018.

Future Outlook

By the end of 2019, Mount Sylvia State School will have a consistent approach to teaching reading comprehension strategies and skills to students from Prep-6. Review of student performance data every 5 weeks will enable staff to focus on supporting every student to improve reading outcomes.

Priority	Strategies	Targets and timelines
Reading – developing student comprehension strategies	Build the capacity of teachers and teacher aides to teach reading comprehension skills and strategies.	Support staff to develop teaching skills necessary to have a school wide approach to teaching reading comprehension skills by semester 2, 2019.
Curriculum development	Refine an explicit, coherent and sequenced curriculum plan with clear alignment to the Australian Curriculum for learning areas other than English.	Refinement of the learning areas' curriculum alignment to the Australian curriculum standards undertaken with partner schools, Mount Whitestone and Ma Ma Creek staff throughout 2019.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	36	30	26
Girls	19	18	14
Boys	17	12	12
Indigenous		1	1
Enrolment continuity (Feb. – Nov.)	97%	91%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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 and beyond.

Queensland Government

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018	Note:
Prep – Year 3	17	15	13	The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.
Year 4 – Year 6	19	15	13	

Curriculum delivery

Our approach to curriculum delivery

The key learning areas are taught in multi-age classrooms through focussed lessons, group work and independent activities:

- Our school continued to align our whole school curriculum plans with the Australian Curriculum achievement standards
- 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 to Numinbah Valley Environmental Education Centre. Our school worked with Ma Ma Creek and Mount Whitestone State Schools 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 financial support and parent contributions paid for the cost of the camp.

Excursions
Prep – year 3 students participated in excursions to Cobb and Co Museum in Toowoomba and Amaroo Environmental Education Centre near Highfields. Excursions have curriculum links to HASS and Science.

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. Students and staff enhance class lessons using computers. They are used to consolidate students' learning of specific content, enhance knowledge and to produce class work with a professional presentation. Mondo Pads are large interactive touchscreens utilised by classroom staff and students to support curriculum content and display content for student learning.

Students engage with online learning through IMPACT units delivered via eLearn through Brisbane School of Distance Education. Students have a touch-typing programme to enhance their keyboard skills to improve efficacy of online learning platforms.

Queensland Government

Social climate

Overview

Our school is a proud Positive Behaviour for Learning (PBL) 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 awards that 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. The majority of students feel safe in their school environment and staff regularly check in with students each day to monitor their well-being.

In 2018, 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 2018 indicates areas of focus for the school to progress in 2018.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	91%	89%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	91%	89%
• their child is making good progress at this school* (S2004)	100%	91%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	89%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	90%	78%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	89%
• this school works with them to support their child's learning* (S2010)	100%	100%	89%
• this school takes parents' opinions seriously* (S2011)	100%	91%	78%
• student behaviour is well managed at this school* (S2012)	100%	100%	67%
• this school looks for ways to improve* (S2013)	100%	100%	89%
• this school is well maintained* (S2014)	100%	100%	100%

Queensland Government

Percentage of parents/caregivers who agree# that:	2016	2017	2018

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	94%	94%
• they like being at their school* (S2036)	100%	100%	88%
• they feel safe at their school* (S2037)	95%	100%	94%
• their teachers motivate them to learn* (S2038)	100%	100%	94%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	88%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	88%
• student behaviour is well managed at their school* (S2044)	85%	94%	88%
• their school looks for ways to improve* (S2045)	95%	100%	94%
• their school is well maintained* (S2046)	95%	100%	88%
• their school gives them opportunities to do interesting things* (S2047)	95%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	75%	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%

Queensland Government

Percentage of school staff who agree# that:	2016	2017	2018

* 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 is involved 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 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 education 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. In 2018, our school continued with the Respectful Relationships Programme that includes identifying, 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 2018 meant that tanks continually needed refilling from other tanks not connected to children's drinking water. Students participate in regular gardening activities as part of their learning. They have changed to hand watering to conserve further water.

Solar Panels added to A Block and the Library continue to provide electricity into the grid.

Queensland Government

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. Through our initiatives in 2017-2018, the school has reduced the electricity consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	13,675	141,987	12,330
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	4	4	0
Full-time equivalents	2	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	2
Diploma	1
Certificate	

*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 2018 were $2540

The major professional development initiatives are as follows:
- First Aid/ CPR updates
- Mandatory training for departmental requirements
- One Channel programmes
- Literacy training – Magic words
- Phonemic Awareness training
- Putting Face on the Date – Sharratt workshop
- The Big 6 in Reading – Konza workshop
- STEM – cluster conference
- Professional learning community with Mount White and Ma Ma Creek State School teaching staff

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	95%
Attendance rate for Indigenous** students at this school		DW	DW

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	96%	97%
Year 1	97%	94%	95%
Year 2	96%	95%	86%
Year 3	96%	98%	97%
Year 4	96%	97%	95%
Year 5	94%	93%	95%
Year 6	95%	91%	97%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate
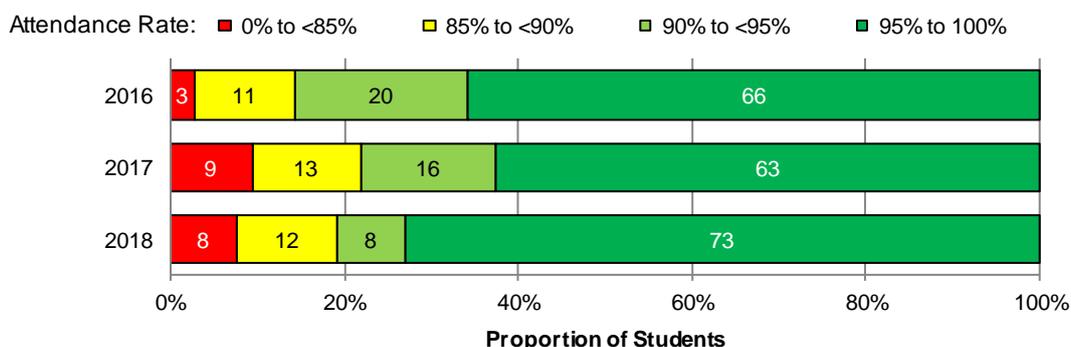
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Non-attendance is managed in state schools in line with the DoE 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.
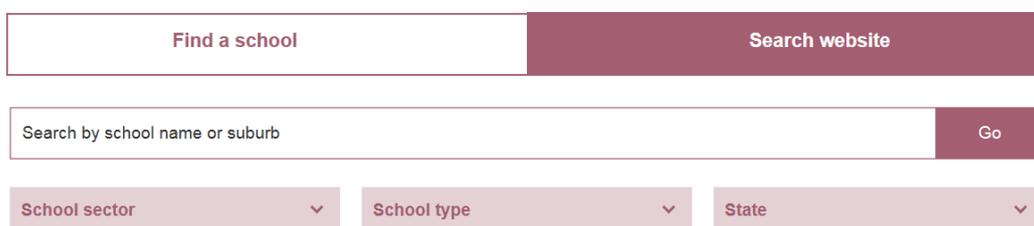
The school is proactive in ensuring that students find their schooling a positive experience. This is done by ensuring that learning tasks are catered to their individual needs, to re-enforce success and confidence. A range of playground experiences and activities, as well as attractive physical surrounds ensures that students feel happy and safe in their school environment. Students are also provided with opportunities to engage in learning experiences outside of the regular school location and through online learning experiences.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Conclusion

At Mount Sylvia State School, our students, families, staff and community are proud of the achievements we have made throughout 2018. We move towards 2019 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.

Queensland Government