

Mount Samson State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

Contact Information

Postal address:	1060 Winn Road Mount Samson 4520
Phone:	(07) 3430 1333
Fax:	(07) 3289 4170
Email:	principal@mtsamsonss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Lydia Jamieson (Principal)

School Overview

For many years a small rural school, Mount Samson State School has an enrolment of approximately 300 students from Prep to Year 6. We maintain a school culture based on high expectations, a safe supportive environment and strong partnerships with our parents. These are embodied in our Six Pillars of Good Character - Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. To maintain this school culture and manage growth, the school operates an enrolment management plan. In addition to our classroom teaching staff we have specialist teachers in Physical Education, Music, Languages, Learning Support, Special Needs, Library and Guidance. We also offer instrumental music, choir, interschool sport, before school sports training, school camps, participation in district academic and sporting competitions and a biennial school play. Parents play an active role within the school, formally through the Parents and Citizens Association and fundraising, but informally through very high parent involvement in classrooms and support for school activities.

Principal's Foreword

Introduction

It gives me great pleasure to present the 2017 School Annual Report for Mount Samson State School. At Mount Samson State School we are committed to our motto 'Learning for Living', and we deliver this through:

- High academic expectations:
- A safe supportive environment:
- Strong partnerships between our staff and school community.

This report provides an overview of the school and its operations. It also contains data relating to the staff profile, parent and student satisfaction and student performance on standardized tests. I encourage you to read this report and make an appointment at the school if you would like any further information.

Lydia Jamieson
Principal
Mount Samson State School

School Progress towards its goals in 2017

The priorities for 2017 are:

Working collaboratively to ensure student success by building teacher capability of curriculum and pedagogy through high impact practices.

This was achieved by:

Implementing collaborative inquiry cycles to:

- Use data to inform student improvement, use as evidence to drive instruction and prompt early intervention.
 - Develop teacher data literacy to inform effective teaching and learning.
 - Build teacher capability in determining curriculum intent, assessment requirements and what students need to know and be able to do to achieve success.
 - Ensure rigor of assessment practices and alignment to the achievement standards.
- Using instructional coaching cycles to monitor student learning and supporting consistent and effective evidence based teaching practices.
 - Delivering oral language learning that targets phonological and phonemic awareness.
 - Providing ongoing professional learning and coaching in the Quality Teaching & Learning Framework to ensure teachers understand and engage with processes that in turn produce assessment literate learners.
 - Developing a whole school literacy approach to inform the teaching of reading and writing.
 - Provisioning of differentiated learning programs for students with learning difficulties and disabilities.

Future Outlook

The priorities for 2018 are:

Successful Learners

- Embed collaborative inquiry cycles of data to inform student improvement to use as evidence to drive instruction and prompt early intervention.
- Further develop teacher data literacy to inform effective teaching and learning.
- Set targets for student achievement that are realistic, yet aspirational.
- Identify and support students who are above or below year level achievement.
- Analyse Curriculum into the Classroom (C2C) units to determine curriculum intent, assessment requirements, what students need to know and be able to do in order to be successful in the task.
- Determine and articulate the learning intention and success criteria for student learning.
- Ensure rigour of assessment practices and alignment to the achievement standards.
- Implement strategies to cater for students' academic, social and emotional needs.
- Create engaging learning opportunities for all students that ensures each student has the opportunity for success.
- Maintain data walls to track student progress.

Building Teacher Capability

Implementing collaborative inquiry cycles to:

- Use data as evidence to drive instruction, prompt early intervention and inform student outcomes.
- Develop teacher data literacy to inform effective teaching and learning.
- Build teacher capability in determining curriculum intent, assessment requirements and what students need to know and be able to do to achieve success in English.
- Ensure rigor of assessment practices and alignment to the achievement standards.
- Use instructional coaching cycles to monitor student learning and support consistent and effective evidence based teaching practices.
- Provide ongoing professional learning and coaching in the Quality Teaching & Learning Framework to ensure teachers understand and engage with processes that in turn produce assessment literate learners.
- Develop and understand the use of a range of effective pedagogical practices appropriate to the learning area/subject requirements and to meet the needs of learners, with an initial focus on Explicit Instruction.
- Establish consistent language and practice in all classrooms relating to pedagogy.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	319	153	166	4	95%
2016	320	157	163	4	97%
2017	313	153	160	3	98%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The school's population is very stable with very little transiency throughout a school year and limited growth from outside the catchment, The ICSEA (Socio – economic index of the school) is 1091.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	22
Year 4 – Year 6	26	22	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

The following subjects are based on the Australian Curriculum

- English
- Mathematics
- Science
- History / Geography
- Health and Physical Education – (HPE)

The following subjects are based on the Queensland Studies Authority (QSA) syllabuses:

- Languages Other Than English – German (LOTE)
- Arts (including music)
- Technology

Co-curricular Activities

- Before school running and triathlon program
- Instrumental music program, school band and choir
- Week long camp program for Year 6 to Canberra, 3 night camp for Year 5 to Currimundi and 2 night camp for Year 4 to Coolum.
- Footsteps, Life Education, swimming program and carnivals and selected curriculum excursions relating to classroom learning programs.
- District Gala Sports Days
- Chaplaincy program

How Information and Communication Technologies are used to Assist Learning

The school operates a computer lab as well as mini labs between classroom blocks. All classrooms have interactive whiteboards; ICT's are used to support learning in all the key learning areas. The emphasis is on using computers and Information Technologies (ICT's) to enhance and support work being done in other curriculum areas. iPads are also utilised in the library and classrooms.

Social Climate

Overview

The school prides itself on our social climate. The school's Responsible Behaviour Plan is built upon the Six Pillars of Good Character (Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship). These are reinforced and embedded in the school's culture through our Six Pillars assemblies.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	92%	97%	89%
this is a good school (S2035)	93%	94%	80%
their child likes being at this school* (S2001)	96%	94%	94%
their child feels safe at this school* (S2002)	98%	100%	96%
their child's learning needs are being met at this school* (S2003)	94%	91%	79%
their child is making good progress at this school* (S2004)	94%	94%	78%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	84%	83%
teachers at this school motivate their child to learn* (S2007)	88%	84%	84%
teachers at this school treat students fairly* (S2008)	94%	80%	89%
they can talk to their child's teachers about their concerns* (S2009)	94%	88%	95%
this school works with them to support their child's learning* (S2010)	96%	81%	80%
this school takes parents' opinions seriously* (S2011)	87%	63%	61%
student behaviour is well managed at this school* (S2012)	98%	81%	79%
this school looks for ways to improve* (S2013)	87%	79%	70%
this school is well maintained* (S2014)	100%	100%	99%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	99%	97%
they like being at their school* (S2036)	98%	97%	95%
they feel safe at their school* (S2037)	96%	100%	97%
their teachers motivate them to learn* (S2038)	95%	99%	97%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	99%
teachers treat students fairly at their school* (S2041)	99%	97%	93%
they can talk to their teachers about their concerns* (S2042)	92%	99%	91%
their school takes students' opinions seriously* (S2043)	95%	97%	88%
student behaviour is well managed at their school* (S2044)	97%	97%	91%
their school looks for ways to improve* (S2045)	98%	100%	96%
their school is well maintained* (S2046)	100%	99%	100%
their school gives them opportunities to do interesting things* (S2047)	97%	99%	81%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	81%
they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
they receive useful feedback about their work at their school (S2071)	94%	91%	65%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	67%	80%
students are encouraged to do their best at their school (S2072)	94%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	93%
staff are well supported at their school (S2075)	94%	96%	68%
their school takes staff opinions seriously (S2076)	94%	95%	64%
their school looks for ways to improve (S2077)	100%	96%	84%
their school is well maintained (S2078)	100%	100%	97%
their school gives them opportunities to do interesting things (S2079)	100%	100%	76%

* 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

Parent participation and involvement in school activities is encouraged throughout the school. Weekly parades and fortnightly newsletters keep all caregivers informed as to the forthcoming events within the school and provide opportunities to celebrate the successes of our school and students. Parents and other interested members of our school community are actively encouraged to be involved within the school particularly with our early years' reading as well as helping on class excursions, special event days, celebrations and tuckshop.

Parent teacher information sessions are held at the beginning of each school year so that parents have the opportunity to meet the teacher and gain a better understanding of the expectations for each particular class. Interviews with the classroom teacher can be made at any time, however, reporting interviews are held each semester. Parents are actively encouraged to attend monthly Parents and Citizens Meetings and hopefully will take the opportunities provided to be involved in their child's education.

Special occasions like Anzac Day, Remembrance Day, Inter-house athletics and swimming carnivals, school plays and Variety Nights have given parents and carers the opportunity to be a part of their child's education.

The school works very closely with the wider community and has strong links with the Dayboro Police and Dayboro Lions Club.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The Guidance Officer and School Chaplain offer social skilling programs and activities for students.

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	1	1	4
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

During 2017, Mount Samson State School made a commitment to reduce its environmental footprint based upon data captured in relation to energy consumption; waste management; and sustainable practices. The creation of the group called "Waste Warriors" involves students and staff committed to being a catalyst for practical waste management and energy efficient practices at school, home and in society. Our team of 'warriors' are focussed on:

- conserving electricity use by regularly monitoring classrooms when not in use
- recycling waste around the school and using the correct rubbish bins to reduce our land fill (in and out of classrooms)
- composting all possible food scraps (as well as pencil shavings) to reduce waste going to land fill

Mount Samson State School is supported by the Moreton Bay Regional Council as part of the Waste Management Program.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015		
2015-2016	64,568	
2016-2017		

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	25	16	0
Full-time Equivalent	19	9	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	5
Bachelor degree	13
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 2017 were \$50,476.

The major professional development initiatives are as follows:

- Quality Teaching and Learning (QT&L) Collaborative Inquiries
- Quality Teaching and Learning (QT&L) Unpacking & Alignment
- Quality Teaching and Learning (QT&L) Data Conversations
- Quality Teaching and Learning (QT&L) Evidence of Learning
- Inclusive classroom practices
- Downs Syndrome Conference
- First Aid & CPR
- One School Training
- Occupational Therapy

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	95%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	97%	93%

*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 2017 for all Queensland Primary schools was 93%.

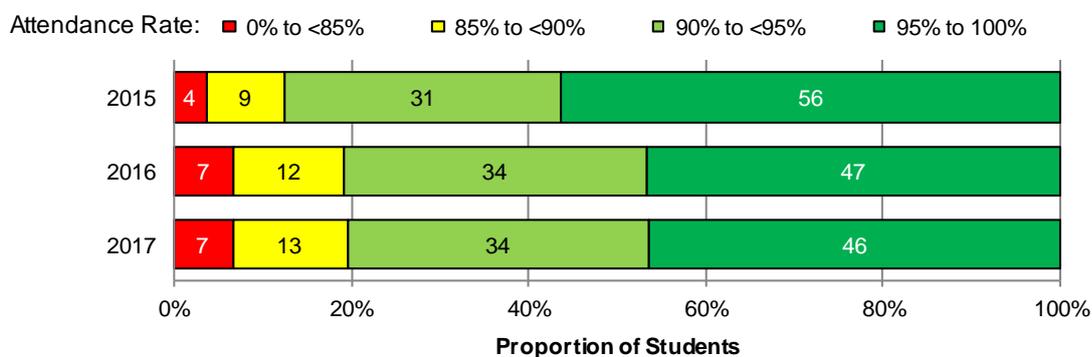
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	94%	95%	95%	95%	96%						
2016	93%	94%	93%	94%	93%	94%	94%						
2017	94%	93%	94%	93%	95%	94%	93%						

*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 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.

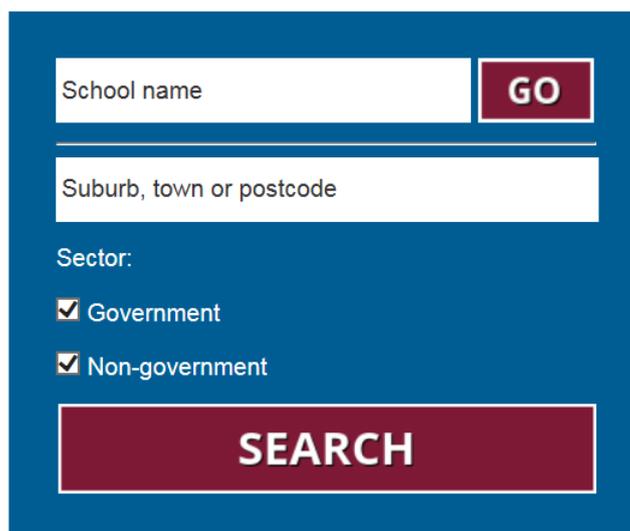
Rolls are marked at the start of each day and after the lunch break using OneSchool and text messages are sent to parents/care givers notifying them that their child is absent from school and requesting a reason. Student attendance is recorded on One School and is included in each child's semester report card. For students with exceptional absences during the term a meeting with the parents or care givers is requested so that issues can be discussed and hopefully resolved. At times the school Chaplain or Guidance Officer may be required to provide support and assistance. Clear instructions around attendance and notification of absences are documented in the school hand book and regularly featured in school newsletters. This ensures that parents and care givers are well informed about the procedures for reporting student absences.

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

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.

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