Mount Samson State School

# ANNUAL REPORT
# 2018
**Queensland State School Reporting**

*Every student succeeding*
*State Schools Strategy*
Department of Education

Queensland
Government

# 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 information about Queensland state schools is located on:<br>• the *My School* website<br>• the Queensland Government data website<br>• the Queensland Government schools directory website. |
| **Contact person** | Principal – Mount Samson State School |

## School overview

For many years a small rural school, Mount Samson State School has grown dramatically in recent years and in 2018 has an enrolment of approximately 260 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 this growth, the school operates an enrolment management plan. Our curriculum programs place a high emphasis on literacy and numeracy, with the Australian Curriculum being fully implemented in all curriculum areas - English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technology, Health and Physical Education and German. In addition to our classroom teaching staff we have specialist teachers in Physical Education, Music, German, Inclusion, Extension and Guidance. We also offer instrumental music, choir, interschool sport, a STEAM Makerspace, Waste Warriors, 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.

## School progress towards its goals in 2018

*Successful Learners and Building Teacher Capability*

- The Quality Teaching and Learning Model was implemented, successes are outlined below:
  - Collaborative inquiry cycles were established so that data is used to inform student improvement, drive instruction and prompt early intervention.
  - Teacher data literacy was developed to inform effective teaching and learning.
  - Analysis of Curriculum into the Classroom (C2C) units was undertaken to determine curriculum intent, assessment requirements, what students need to know and be able to do in order to be successful in the task, with a particular focus on English.
  - Rigor of assessment practices and alignment to the achievement standards is underway.
  - Learning intentions and success criteria for student learning were established.
  - Realistic, yet aspirational targets for student achievement were collaboratively developed.
  - Ensure rigour of assessment practices and alignment to the achievement standards.
- Data to support successes:
  - The relative gain in NAPLAN (Year 3 in 2016 to Year 5 in 2018) in Reading and Numeracy was above similar state schools
  - Significant improvement and achievement in mean scale score in Reading and Grammar and Punctuation in Year 5 from 2015 – 2018.

## Future outlook

In 2019, our Explicit Improvement Agenda is Reading. We will continue our work with the Quality Teaching and Learning Model from 2018 and introduce a whole school approach to differentiated learning for all, with a strong focus on Inclusive Practices, to meet the needs of all students in our school and ensures each student has opportunities for success.

Our Sharp and Narrow focus with Reading is:

- The implementation of the gradual release of responsibility model for the teaching of reading, to ensure consistency of language and teacher practice across the school

- Implementation of data collection and analysis to ensure early response to intervention and extension.

- Increase in the percentage of students demonstrating achievement at an A or B level.

We are excited about the introduction, in 2019, of the Walker Learning Approach in our Prep and Year 1 classrooms, the Stephanie Alexander Kitchen Garden Program across our school and our Student Wellbeing Centre, focusing on the Wheel of Wellbeing.

# 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 | 320 | 313 | 279 |
| Girls | 157 | 153 | 135 |
| Boys | 163 | 160 | 144 |
| Indigenous | 4 | 3 | 3 |
| Enrolment continuity (Feb. – Nov.) | 97% | 98% | 94% |

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

Mount Samson State School was established in 1874 as a one teacher, coeducational school, to service Mount Samson and its growing rural community. In 2018, the school averaged 260 students in Prep – Year 6 but still maintains its close and supportive environment. The school's population is stable with very little transiency throughout a school year and has fifth generation families through to families brand new to the area.

Due to high demand for placements, Mount Samson State School has an enrolment management plan, with most students drawn from Mount Samson and surrounding rural areas. The ICSEA (socio-economic index of the school) is 1083. The parents of our children place great importance on education and provide positive support for their children's learning. As a result, our students are highly motivated to learn and are capable of excellent levels of achievement. Parents have high expectations for their children at school and actively pursue all avenues to ensure success is forthcoming. Many students are actively involved in local sporting and community activities.

Mount Samson State School is a central hub in the local community and has extensive facilities, which are utilised by a range of community groups and external sport providers. Mount Samson State School has an active P&C which is strongly supported by the school, local community and wider community business in its fundraising activities.

Our motto "Learning for Living" is reflected in our 6 Pillars of Character – Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship.

The majority of students who complete Year 6 at Mount Samson State School choose either Bray Park State High School or Ferny Grove State High School for their secondary education.

## Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|---|---|---|---|
| Prep – Year 3 | 23 | 22 | 23 |
| Year 4 – Year 6 | 22 | 27 | 21 |
| Year 7 – Year 10 | | | |
| Year 11 – Year 12 | | | |

Note:

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.

# Curriculum delivery

## Our approach to curriculum delivery

Teachers are involved in quality teaching and learning planning sessions with our Head of Curriculum. This ensures rigour, alignment and consistency of curriculum across classes.

In 2018, the following subjects are based on the Australian Curriculum
- English
- Mathematics
- Science
- History / Geography
- Health and Physical Education – (HPE)
- Languages – German

The following subjects are based on the Queensland Studies Authority (QSA) syllabuses:
- Arts (including music)
- Technology

## Co-curricular activities

- Before school running and triathlon program
- Instrumental music program, school band and choir
- Waste Warriors
- 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, 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; Information Communication Technologies 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. Additional supportive technology, such as iPads are also utilised in the library and classrooms.

# Social climate

## Overview

Mount Samson State School prides itself on its caring and nurturing atmosphere, where students are encouraged to shine. With a school population of 260 students, we are a small school with a big heart that promotes a sense of family. Students, staff and parents are proud of their school and its excellent reputation. Inclusive practices and support staff ensure all students are given the opportunity to access the curriculum and share their knowledge and understanding in a range of ways.

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, the explicit teaching of the pillars and acknowledgement at weekly assemblies through presentation of award certificates and Super Samsonites morning teas.

Mount Samson State School P&C is a strong and committed group of parents who work closely with the school to provide the best learning opportunities and resources for every student.

The school has strong links with the local and wider community and enjoys this loyal support. The school takes part in many of the special events run by local community organisations such as ANZAC Day services, Dayboro Show and Remembrance Day. This contributes to a very strong sense of community ownership of the school.

## 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) | 97% | 89% | 85% |
| • this is a good school (S2035) | 94% | 80% | 71% |
| • their child likes being at this school* (S2001) | 94% | 94% | 93% |
| • their child feels safe at this school* (S2002) | 100% | 96% | 95% |
| • their child's learning needs are being met at this school* (S2003) | 91% | 79% | 78% |
| • their child is making good progress at this school* (S2004) | 94% | 78% | 90% |
| • teachers at this school expect their child to do his or her best* (S2005) | 100% | 97% | 93% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 84% | 83% | 88% |
| • teachers at this school motivate their child to learn* (S2007) | 84% | 84% | 88% |
| • teachers at this school treat students fairly* (S2008) | 80% | 89% | 86% |
| • they can talk to their child's teachers about their concerns* (S2009) | 88% | 95% | 91% |
| • this school works with them to support their child's learning* (S2010) | 81% | 80% | 74% |
| • this school takes parents' opinions seriously* (S2011) | 63% | 61% | 46% |
| • student behaviour is well managed at this school* (S2012) | 81% | 79% | 64% |
| • this school looks for ways to improve* (S2013) | 79% | 70% | 59% |
| • this school is well maintained* (S2014) | 100% | 99% | 95% |

* 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) | 99% | 97% | 95% |
| • they like being at their school* (S2036) | 97% | 95% | 93% |
| • they feel safe at their school* (S2037) | 100% | 97% | 96% |
| • their teachers motivate them to learn* (S2038) | 99% | 97% | 98% |
| • their teachers expect them to do their best* (S2039) | 100% | 100% | 98% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 100% | 99% | 95% |
| • teachers treat students fairly at their school* (S2041) | 97% | 93% | 93% |
| • they can talk to their teachers about their concerns* (S2042) | 99% | 91% | 93% |
| • their school takes students' opinions seriously* (S2043) | 97% | 88% | 90% |
| • student behaviour is well managed at their school* (S2044) | 97% | 91% | 90% |
| • their school looks for ways to improve* (S2045) | 100% | 96% | 97% |
| • their school is well maintained* (S2046) | 99% | 100% | 98% |
| • their school gives them opportunities to do interesting things* (S2047) | 99% | 81% | 92% |

* 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% | 81% | 88% |
| • they feel that their school is a safe place in which to work (S2070) | 100% | 94% | 100% |
| • they receive useful feedback about their work at their school (S2071) | 91% | 65% | 77% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 67% | 80% | 79% |
| • students are encouraged to do their best at their school (S2072) | 100% | 97% | 96% |
| • students are treated fairly at their school (S2073) | 100% | 100% | 96% |
| • student behaviour is well managed at their school (S2074) | 100% | 93% | 92% |
| • staff are well supported at their school (S2075) | 96% | 68% | 73% |
| • their school takes staff opinions seriously (S2076) | 95% | 64% | 72% |
| • their school looks for ways to improve (S2077) | 96% | 84% | 92% |
| • their school is well maintained (S2078) | 100% | 97% | 96% |
| • their school gives them opportunities to do interesting things (S2079) | 100% | 76% | 77% |

* 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 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 education 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

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 | 1 | 4 | 1 |
| 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

During 2018, 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.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|---|---|---|---|
| Electricity (kWh) | 64,568 | | 90,512 |
| 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 | 24 | 14 | 0 |
| Full-time equivalents | 19 | 9 | 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 | 2 |
| Graduate Diploma etc.* | 6 |
| Bachelor degree | 15 |
| 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 $35 482.84

The major professional development initiatives are as follows:

- Mandatory Training
- Mentoring beginning teachers
- Quality Teaching and Learning
- Instructional coaching cycles
- Leadership
- Explicit Teaching

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. | 96% | 96% | 95% |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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 | 94% | 94% | 94% |
| Attendance rate for Indigenous** students at this school | 97% | 93% | 99% |

\* 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.

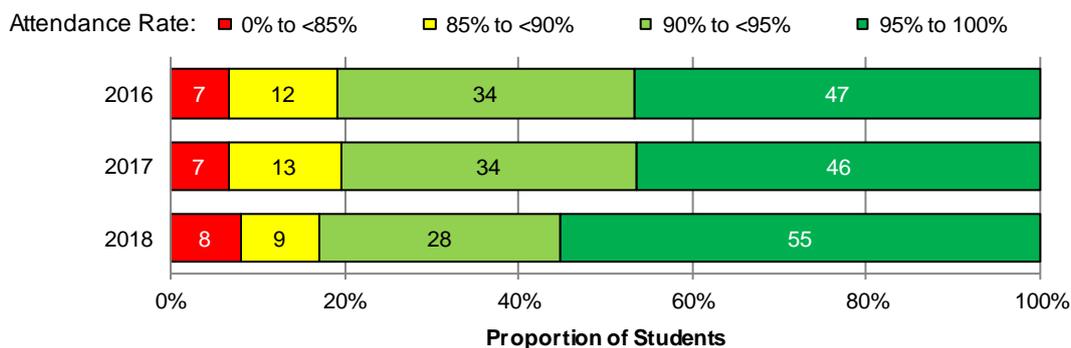Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 |
|---|---|---|---|
| Prep | 93% | 94% | 94% |
| Year 1 | 94% | 93% | 93% |
| Year 2 | 93% | 94% | 95% |
| Year 3 | 94% | 93% | 94% |
| Year 4 | 93% | 95% | 94% |
| Year 5 | 94% | 94% | 94% |
| Year 6 | 94% | 93% | 93% |

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

| Year | 0% to <85% | 85% to <90% | 90% to <95% | 95% to 100% |
|------|-----------|-------------|-------------|-------------|
| 2016 | 7 | 12 | 34 | 47 |
| 2017 | 7 | 13 | 34 | 46 |
| 2018 | 8 | 9 | 28 | 55 |

Proportion of Students (0% – 100%)

## 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.

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 caregivers is requested so that issues can be discussed and hopefully resolved. At times the Guidance Officer may be required to provide support and assistance. Clear instructions around attendance and notification of absences are documented in the school handbook and regularly featured in school newsletters.

## 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.