



Mount Samson State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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School overview

For many years a small rural school, Mount Samson State School has grown dramatically in recent years and in 2020 has an enrolment of 255 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 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 2019 we proudly introduced the Walker Learning approach in our Early Years classrooms. 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, the Stephanie Alexander Kitchen Garden Program, a Student Wellbeing Centre, 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 2019

In 2019, our Explicit Improvement Agenda was Reading. We continued our work with the Quality Teaching and Learning Model. We introduced a whole school approach to differentiated learning for all, with a strong focus on Inclusive Practices, in order to meet the needs of all students in our school and ensure each student has opportunities for success.

Our Sharp and Narrow focus with Reading was:

- 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.

Data to support successes:

- The relative gain in NAPLAN (Year 3 in 2017 to Year 5 in 2019) in Reading was above similar state schools.
- Reading achievement in Year 3 was above and Year 5 was well above similar state schools, with 65.6% of Year 3s and 57.1% of Year 5s in the Upper Two Bands.
- Significant improvement and achievement in Upper Two Bands in Year 5 Reading.
- A positive data trend in our English achievement levels from 2015 to 2019; an average of 60% of students in 2019 demonstrated an A or B level achievement in English.

Future outlook

For 2020, we are particularly excited about the expansion of the Walker Learning Approach to our Year 2 classrooms, the introduction of the Wheel of Wellbeing and Pause Programs, the embedding of our whole school approach to differentiated teaching for all and our explicit improvement agenda focus on writing.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	313	279	242
Girls	153	135	123
Boys	160	144	119
Indigenous	3	3	6
Enrolment continuity (Feb. – Nov.)	98%	94%	97%

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 2019, there were no students enrolled in a pre-Prep program.

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 2019, the school averaged 242 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	2017	2018	2019
Prep – Year 3	22	23	22
Year 4 – Year 6	27	21	23
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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching. Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Mount Samson State School prides itself on its caring and nurturing atmosphere, where students are encouraged to shine. 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 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.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	89%	85%	96%
• this is a good school (S2035)	80%	71%	96%
• their child likes being at this school* (S2001)	94%	93%	96%
• their child feels safe at this school* (S2002)	96%	95%	98%
• their child's learning needs are being met at this school* (S2003)	79%	78%	92%
• their child is making good progress at this school* (S2004)	78%	90%	96%
• teachers at this school expect their child to do his or her best* (S2005)	97%	93%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	88%	92%
• teachers at this school motivate their child to learn* (S2007)	84%	88%	94%
• teachers at this school treat students fairly* (S2008)	89%	86%	90%
• they can talk to their child's teachers about their concerns* (S2009)	95%	91%	94%
• this school works with them to support their child's learning* (S2010)	80%	74%	92%
• this school takes parents' opinions seriously* (S2011)	61%	46%	89%
• student behaviour is well managed at this school* (S2012)	79%	64%	94%
• this school looks for ways to improve* (S2013)	70%	59%	96%
• this school is well maintained* (S2014)	99%	95%	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 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	97%	95%	95%
• they like being at their school* (S2036)	95%	93%	96%
• they feel safe at their school* (S2037)	97%	96%	96%
• their teachers motivate them to learn* (S2038)	97%	98%	99%
• their teachers expect them to do their best* (S2039)	100%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	95%	95%
• teachers treat students fairly at their school* (S2041)	93%	93%	86%
• they can talk to their teachers about their concerns* (S2042)	91%	93%	89%
• their school takes students' opinions seriously* (S2043)	88%	90%	88%
• student behaviour is well managed at their school* (S2044)	91%	90%	85%
• their school looks for ways to improve* (S2045)	96%	97%	95%
• their school is well maintained* (S2046)	100%	98%	98%
• their school gives them opportunities to do interesting things* (S2047)	81%	92%	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:	2017	2018	2019
• they enjoy working at their school (S2069)	81%	88%	100%
• they feel that their school is a safe place in which to work (S2070)	94%	100%	100%
• they receive useful feedback about their work at their school (S2071)	65%	77%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	79%	93%
• students are encouraged to do their best at their school (S2072)	97%	96%	100%
• students are treated fairly at their school (S2073)	100%	96%	95%
• student behaviour is well managed at their school (S2074)	93%	92%	90%
• staff are well supported at their school (S2075)	68%	73%	86%
• their school takes staff opinions seriously (S2076)	64%	72%	95%
• their school looks for ways to improve (S2077)	84%	92%	100%
• their school is well maintained (S2078)	97%	96%	100%
• their school gives them opportunities to do interesting things (S2079)	76%	77%	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

Our approach to engaging with parents and the community is aligned to the departments Parent and Community Engagement Framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/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

Our school has implemented the Respectful Relationships Education Program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	4	1	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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

During 2019, 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	2016–2017	2017–2018	2018–2019
Electricity (kWh)		90,512	96,908
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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 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.

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.



The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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



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



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	20	15	0
Full-time equivalents	16	9	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	94%	94%	94%
Attendance rate for Indigenous** students at this school	93%	99%	94%

* 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

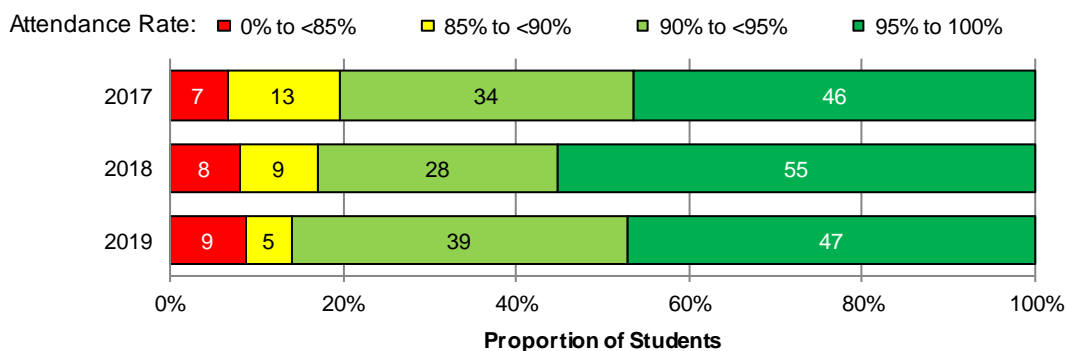
Year level	2017	2018	2019
Prep	94%	94%	95%
Year 1	93%	93%	92%
Year 2	94%	95%	94%
Year 3	93%	94%	92%
Year 4	95%	94%	95%
Year 5	94%	94%	94%
Year 6	93%	93%	95%

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.

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.

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.