



Mount Tyson State School

ANNUAL REPORT

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Mount Tyson State School is a proud and innovative education facility that offers high quality education for both boys and girls, from the Prep school year through to Year 7. Established in 1904, our small school has been proudly serving the community for over 100 years. At Mount Tyson State School, we endeavour to prepare students to be active citizens, critical thinkers and active problem solvers in a literate, ever changing, global society. Our Prep to Year 7 curriculum was developed in co-operation with our small school partners. The balanced and innovative curriculum was established using essential learnings from the Key Learning Areas. The intent of our curriculum is to meet the needs of each student within a safe and supportive environment. It is crucial that we build the professional capacity of staff to deliver a comprehensive modern curriculum with a focus on literacy and numeracy standards and targets. The majority of our students involve themselves in numerous extra-curricular activities including interschool sport, Anzac day and project club. Our Parents and Citizens Association gives parents an opportunity to be a voice in the present and future direction of the school.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

The following is based on the sharp and narrow focus in 2016. This included strategies and targets articulated in the 2016 "Investing for Success" Statement

Early Language: Improve the teaching and learning of Early Language in Prep. **Partly Achieved**

Targets:

- Targeted prep students (Early Language) to improve Receptive Language and Expressive Language tests score results.

Strategies:

Targeted prep students requiring additional Early Language support. Provided additional time for staff (P, 1, 2) to liaise with the Speech Therapist to set targets, design and review programs and liaise with parents. Purchased Teacher Aide time to provide explicit lessons to targeted students.

Writing: Improve the teaching and learning of Writing. (Prep to Year 6) **Partly Achieved**

Targets:

- Average Mean Score increases to exceed National Mean Score increases (NAPLAN Y3 to Y5 - Writing and Grammar and Punctuation);
- Increase the percentage of students in Upper 2 Bands and ensure all students achieve NMS (NAPLAN Y3 and Y5 – Writing and Grammar and Punctuation).

Strategies:

Utilized CLP team to develop staff capability. Ensured teachers worked collaboratively on moderation, planning evidence based lessons and were given peer feedback opportunities for Writing and Grammar and Punctuation lessons.

Numeracy: Improve the teaching and learning of Maths. (Prep to Year 6) **Achieved**

Targets:

- Average Mean Score increases to exceed National Mean Score increases. (NAPLAN Y3 to Y5 – Maths);
- Increase the percentage of students in Upper 2 Bands and ensure all students achieve NMS. (NAPLAN Y3 and Y5 – Maths).

Strategies

Utilized CLP team to develop staff capability. Allowed teachers to work collaboratively to unpack PATM Assessment data, planned evidence based lessons and were given peer feedback opportunities of Maths lessons. Used CLP package to develop staff capability to deliver lessons with integrated maths problem solving strategies.

Future Outlook

The following is based on the sharp and narrow focus in 2017. This includes strategies and targets articulated in the 2017 "Investing for Success" Statement.

Early Language: Improve the teaching and learning of Early Language in Prep.

Targets

- Assist Prep students to meet age appropriate criterion for Olly Testing (Early language) by the end of Term 3;
- Target at risk Prep students (Early Language) to improve Receptive Language and Expressive Language;
- Target at risk Prep students (Early Language) to improve SpatR Phonemic Awareness test results to base levels.

Strategies

Further develop capability of staff and parents based on the Polly Early Language Program and target and provide support for prep students requiring additional early language support.

Writing: Improve the teaching and learning of Writing. (Prep to Year 6)

Targets

- Achieve Mean Score increases that exceed National Mean Score increases (NAPLAN Y3 to Y5 - Writing);
- Increase the current percentage to 35% of students in Year 2 to Year 6 achieving A or B grades or equivalent in English.

Strategies

Develop staff capability to moderate work samples using the literacy continuum, plan evidence based lessons collaboratively and assist in delivering quality lessons by providing regular peer feedback.

Our School at a Glance

School Profile

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

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	59	25	34	6	93%
2015*	56	21	35	5	88%
2016	59	25	34	6	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

**pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://data.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Our students come from a broad range of socio-economic backgrounds. Many students come from families with traditional values and religious backgrounds.

Mount Tyson is a rural setting in rich agricultural country on the Darling Downs and the town is approximately 45km from Toowoomba. Many of the families that attend Mount Tyson are connected to agricultural industries. This includes farmers and people who work for businesses associated with agriculture.

Enrolment continuity is extremely high for our students at Mount Tyson.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	9	9	10
Year 4 – Year 7	7	7	7
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Mount Tyson State School we have structured plans to ensure that all students achieve their best results in literacy. We utilise C2C units and teacher planned units based on the Australian Curriculum and teachers have been trained to differentiate these units to ensure the Australian Curriculum is taught to each grade in a multi –grade setting.

A feature of our teaching of literacy is our comprehensive reading framework. This framework ensures a balanced approach to the teaching of reading including the teaching of sight words, phonics, guided reading and decoding strategies, comprehension and vocabulary. The framework is also linked to our spelling program where we use the “Words their Way “program to teach phonics and spelling. This framework ensures effective use of data and explicit instruction and we pride ourselves on intervening to assist all students to achieve reading benchmarks. Another feature of this framework is the strong partnership we have with parents to assist in the development of reading skills.

In 2014 we developed a writing framework to ensure our teaching is based on best practice and to further improve writing skills in all grades. This plan involves the teachers moderating writing samples based on NAPLAN standards and working collaboratively to ensure the best pedagogy occurs.

Mount Tyson State School has a proud history in the delivery of Numeracy and this subject has strong links to our pedagogical framework. The teachers effectively use data to measure the distance gained and to diagnose areas of weakness. Our teachers also utilise their training in explicit instruction (Anita Archer). This ensures the learners and their needs are fundamental when planning numeracy and our explicit instruction model is effective in the teaching of numeracy to all.

At Mount Tyson State School we have structured plans so specific units are taught in all KLA's. Our Pedagogical Framework ensures our teaching in all subjects is based on best pedagogy for each subject.

Co-curricular Activities

The majority of students involve themselves in a number of extra-curricular activities including:

- Young Leaders Camp for 5/6 students (Every 2 Years);
- Sydney/Canberra Excursion for 5/6 students (Every 2 Years);
- Arts Council Performances;
- Anzac Day Ceremony;
- Remembrance Day Ceremony;
- Project Club;
- Book Character Parade and Book Fair;
- School Athletics Carnival;
- Interschool Athletics Carnival;
- Super Six Soccer;
- Interschool Cricket Carnival;
- Interschool Softball Carnival;
- Presentation Nights;
- Extra Curriculum Groups (final 2 weeks of term 4);
- “Learn to Swim” school.

How Information and Communication Technologies are used to Assist Learning

Mount Tyson is able to boast wireless internet connectivity in each classroom space with multiple computers in each teaching area. The school also has a fleet of iPads that assist with small group activities.

In addition, one computer laboratory is set up for focused, whole group instruction. The computer lab is fully air conditioned, with a fitted interactive whiteboard and data projector.

Teachers use computers across all curriculum areas. The computers are used as teaching and investigative tools, which allow children to search from protected sites for information that will further their learning. The computers also support our teaching of learning of Literacy and Numeracy with use of programs such as “Reading Eggs”, “Spelling City” and “Study Ladder”.

Social Climate

Overview

Mount Tyson is a caring and friendly school with a very good tone. This positive tone is apparent in both the classroom and playground settings and is enhanced with:

- Our Responsible Behaviour Plan which has a values and expectations matrix and we have improved our communication of these values. We ensure consistency of staff responses when addressing student behaviour in a measured and supportive



manner. The plan also values explicit teaching of our expectations and improved data management systems to address areas of need;

-Our Learning and Wellbeing Policy which recognises the link between academic achievement and student wellbeing and has pro-active strategies to assist in student growth;

-Weekly parades where student achievement is celebrated and positive behaviour is rewarded. This aligns with our Responsible Behaviour Plan;

- Our Chaplaincy Service that is operational each Wednesday and every second Tuesday;

-Utilisation of a range of District Office Support personal to assist with individual case management;

- Organized Health units that are taught in all grades as we promote a wholistic approach to health.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
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%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
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%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	82%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	91%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	82%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	86%	73%	73%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	92%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	100%	85%	100%
they can talk to their teachers about their concerns* (S2042)	100%	85%	100%
their school takes students' opinions seriously* (S2043)	100%	85%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	92%	100%
their school is well maintained* (S2046)	100%	92%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	77%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	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%

* 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

Having strong partnerships with parents and the broader community is something that is highly valued at Mount Tyson State School. The strong connections are apparent in the following ways: -

- Parents are often seen in classrooms assisting students with their learning;
- Parents are informed about our homework policy and ways to assist students at home;
- Parents are provided with workshops on ways to assist their child with reading, vocabulary and maths;
- An active play group for pre-prep students meets once a week at school;
- Term overviews are written by teachers each term. These outline the essential things that will be taught during the term;
- Parents/Teacher interviews are conducted in term 1 and student reports are issued at the end of term 2 and at the end of term 4.
- Teachers assist students to set goals and these are communicated to parents;
- We have a strong and energetic P&C that supports the school and promotes engagement with all parents and the community by organising a variety of events;
- The school conducts a range of events each year which involve participation from parents and the community;
- The school has developed strong links with the broader community including Landcare and The Progress Association;
- The parents and community are kept informed with our fortnightly newsletter and from our website.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is mainly done through our sequenced and comprehensive teaching of Health Units in all grades and these involve all aspects of physical and mental health. Subjects include areas such as the benefits of physical fitness, safety, healthy relationships, building friendships, nutrition and responding to peer pressure.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has worked hard over the past year to actively promote ways in which we can live more sustainably in our school community. Our students and staff have implemented practices and technologies that have reduced our impact on the environment. However, the addition of a new hall and some additional reverse cycle air conditioning units have led to an increase in our overall electricity consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	24,943	0
2014-2015	28,838	
2015-2016	24,922	

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

Mount Tyson State School reported by financial year accounting cycleusing 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

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	7	0
Full-time Equivalents	4	3	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school - 7
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	6
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$3537

The major professional development initiatives are as follows:

The major school professional development initiatives were based on the school's priorities and included:

Early Language: Improve the Teaching and Learning of Early Language;

Writing: Improve the Teaching and Learning of Writing;

Maths: Improve the Teaching and Learning of Maths.

All staff participated in Performance Development Frameworks and completed a variety of professional development based on individual needs.

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	96%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	96%	97%	99%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

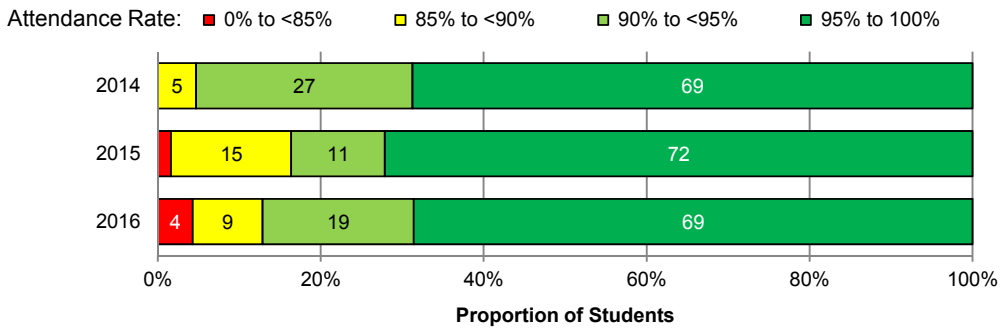
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	97%	96%	95%	97%	97%	97%	96%					
2015	96%	96%	98%	95%	95%	98%	95%						
2016	94%	94%	97%	95%	95%	95%	99%	100%					

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

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 NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

