



Mount Tyson State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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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.

## School progress towards its goals in 2018

**Phonemic Awareness** Develop capability of staff and parents to conduct Guided Reading lessons that incorporate improved Phonemic Awareness development for all our students. This will include additional staffing to ensure highly effective differentiation of students as Phonemic Awareness is taught in Prep and Year 1

### Targets

- Achieve 90% of students in Prep to Year 4 above PM Regional Benchmark levels for Reading;
- Target at risk prep students (Earl Language) to ensure all SpatR Phonemic Awareness test results are at base levels.

### Strategies

- Develop staff capability to teach Phonemic Awareness utilizing the Speech Language Pathologist services;
- Utilize Regional Office Staff to develop staff capability to deliver improved Guided Reading lessons that incorporate improved teaching and learning of Phonemic Awareness;
- Deliver workshops for parents to learn about Guided Reading and to better assist their children to develop Phonemic Awareness at home and at school;
- Collaboratively develop a school document outlining how quality Guided Reading lessons are taught at Mount Tyson;
- Utilize our Peer Support processes to develop staff capability to deliver quality Guided Reading lessons that better incorporate the teaching of Phonemic Awareness;
- Allocate additional teacher aide time to deliver targeted explicit lessons to improve Phonemic Awareness for our students in Prep to Year 1. **Implemented**

**Writing** Develop staff capability to moderate work samples using the literacy continuum, planning evidence based lessons collaboratively to foster quality lessons by providing regular peer feedback.

### Targets

- Achieve Mean Score increases that exceed National Mean Score increases (NAPLAN Y3 to Y5 – Writing and Reading);
- 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 by allocating additional time for teachers to moderate writing samples based on the literacy continuum and then to collaborate and collectively plan evidence based lessons with informed curriculum and pedagogical decisions for Writing;
- Develop staff capability by exploring professional development opportunities (existing PD Budget) for staff in relation to the teaching of writing;
- Embed the school document outlining how quality Writing lessons are taught at Mount Tyson and by supporting staff as they teach lessons;
- Collaboratively develop a school model to effectively differentiate during Writing lessons and by supporting staff as they teach lessons;
- Utilize additional staffing for a teacher to target students to assist them to achieve A-B grades in English;
- Develop staff capability by utilizing existing processes by providing regular peer feedback opportunities for staff as they teach agreed quality evidence based lessons. **Partly Implemented**

## Future outlook

### Targets

- Ensure Yr 5 Mean Score increases exceed National Mean Score increases (NAPLAN Y5 – Writing and Reading);
- Ensure all students are above National Minimum Standards (NAPLAN Yr3 to Yr5 Reading and Writing);
- Achieve 35% of students in Year 3 to 6 achieving A or B grades or equivalent for English;
- Achieve 95% of students in Prep to Year 4 above PM Regional Benchmark levels.

Writing: Developing staff capability as we moderate work samples using the literacy continuum and plan evidence based lessons collaboratively. Fostering quality lessons by providing staff with regular peer feedback. Utilizing staffing for a teacher to assist with intervention.

### Strategies

- Developing staff capability by allocating additional time for teachers to moderate writing samples based on the literacy continuum and then to collaborate and collectively plan evidence based lessons with informed curriculum and pedagogical decisions for Writing;
- Developing staff capability by exploring professional development opportunities for staff in relation to the teaching of Writing;
- Embedding the school document outlining how quality Writing lessons are taught at Mount Tyson and by supporting staff as they teach lessons;
- Utilizing additional staffing allocation for a teacher to target capable students to assist them to achieve A-B grades in English;
- Employing additional teacher aide staffing to assist with differentiation in classrooms;
- Developing staff capability by utilizing existing processes by providing regular peer feedback opportunities for staff as they teach agreed quality evidence based Writing lessons.

Reading: Modifying school processes and developing staff capability as we improve intervention strategies for students below PM Regional Benchmarks. Utilizing additional staffing for a teacher to assist with intervention.

### Strategies

- Developing staff capability by exploring professional development opportunities for staff in relation to intervention strategies for the teaching of Reading;
- Utilizing additional staffing allocation for a teacher to target students and design intervention programs for students below PM regional benchmarks;
- Timetabling targeted intervention and employing additional teacher aide staffing to assisted with this intervention;
- Modifying school processes by having case management meetings on a regular basis for students below PM regional benchmarks;
- Exploring pedagogical approaches to assist students who are below PM Reading Benchmarks;
- Improving communication with parents of students who are below PM Reading Benchmarks.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	59	58	55
Girls	25	26	22
Boys	34	32	33
Indigenous	6	5	3
Enrolment continuity (Feb. – Nov.)	95%	91%	90%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	10	9	8
Year 4 – Year 6	7	8	6
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

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.

We have 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 regularly communicate these values. We ensure consistency of staff responses when addressing student behaviour in a measured and supportive manner. The new plan also values explicit teaching of our expectations and effective 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 broad approach to 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:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	89%	100%
• this is a good school (S2035)	100%	89%	100%
• their child likes being at this school* (S2001)	100%	89%	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%	78%	88%
• their child is making good progress at this school* (S2004)	100%	89%	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%	89%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	89%	100%
• teachers at this school treat students fairly* (S2008)	91%	78%	88%
• 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%	89%	100%
• this school takes parents' opinions seriously* (S2011)	100%	78%	100%
• student behaviour is well managed at this school* (S2012)	82%	78%	100%
• this school looks for ways to improve* (S2013)	100%	78%	100%
• this school is well maintained* (S2014)	73%	67%	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:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	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%
• teachers treat students fairly at their school* (S2041)	100%	100%	94%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	89%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	89%	91%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	80%	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%	91%	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 home reading 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 Tennis Club;
- The parents and community are kept informed with our fortnightly newsletter, our website and the school's Facebook page.

## Respectful relationships education 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

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

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

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	24,922	24,963	25,453
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
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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	6	7	0
Full-time equivalents	4	3	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	0
Masters	0
Graduate Diploma etc.*	0
Bachelor degree	5
Diploma	1
Certificate	0

\*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 \$8030.66.

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

**Initiatives:** The major professional development initiatives are as follows:

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

**Teaching and Learning of Reading:** Improve the Teaching and Learning of Reading for students below Reading benchmarks

**Writing:** Improve the Teaching and Learning of Writing

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

## 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.	97%	96%	96%

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

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

## Performance of our students

## Key student outcomes

### Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	96%	93%
Attendance rate for Indigenous** students at this school	99%	96%	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	2016	2017	2018
Prep	94%	94%	91%
Year 1	94%	97%	92%
Year 2	97%	98%	92%
Year 3	95%	97%	94%
Year 4	95%	94%	94%
Year 5	95%	97%	95%
Year 6	99%	94%	92%

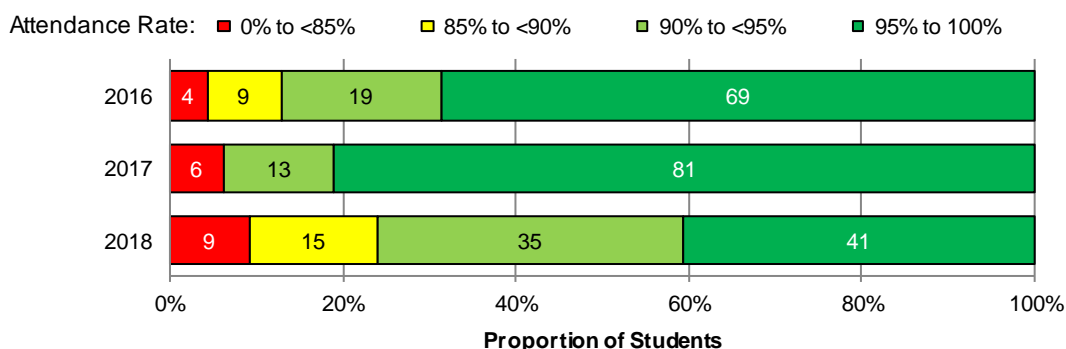
Year level	2016	2017	2018
Year 7	100%		
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

## 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.

## 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

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.