



Mount Perry State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Mount Perry State School is a small rural school located in the township of Mount Perry 100km west of Bundaberg. The school caters for students in Kindy through to Year 6. Our commitment is to provide a supportive learning environment that gives all children the opportunity to reach their full academic, social, emotional and physical potential.

Vision – Quality education involves more than ‘teaching and learning’. Quality education aims to develop students to become active and responsible members of society and to live fulfilled lives. At Mount Perry, our vision is to equip students with the skills that they need for life-long learning and critical decision making.

Values – Our school rules of Be Safe, Be Respectful and Be Responsible underpin our values to help us become valued members of society.

School progress towards its goals in 2018

In 2018 Mount Perry focused on:

- Systematic delivery of priorities
 - Alignment to Australian Curriculum
 - Writing and Oral Language
- Pedagogy and expert teaching team
 - Explicit Instruction
 - Peer Observations

These priorities were introduced in 2018 and will be further consolidated in 2019.

Future outlook

Our school improvement priorities for 2019 are to continue to build staff capacity and student outcomes by;

- Developing teacher knowledge and consistency of curriculum delivery
 - Consistent school and cluster moderation
 - Collegial networking (internally & externally)
- Improving numeracy & behaviour outcomes for students
 - Diagnostics prior to teaching units and after teaching units
 - ESCM & Profiling Training
 - Review current behaviour systems
- Building capacity and knowledge around the National Quality Standard and Queensland Kindergarten Learning Framework to enhance our kindergarten program
 - Kindergarten Conference
 - School Visits to other existing School Delivered Kindergartens
 - Collegial networking with Early Years Coaches, Principal Advisors for Kindergarten and other kindergarten staff.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	61	66	52
Girls	25	29	26
Boys	36	37	26
Indigenous	6	3	3
Enrolment continuity (Feb. – Nov.)	89%	96%	89%

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

In 2018, Mount Perry State School had 59 students enrolled from K-6. We had 3 classes P-2, 3/4 & 5/6. We also run an approved State Delivered Kindergarten program. On Kindy days we had 4 classes (with the added KP class). Mount Perry is a rural area and many of our families are involved in local industry (mining and farming).

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	21	11
Year 4 – Year 6	19	22	18
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 Perry State School, we provide for Kindergarten – Year 6 students in a multi-age classroom setting. We also host a weekly playgroup to help provide and foster a lifelong learning journey and successful transition into formal education. Our staff plan to implement quality-learning experiences based on the Australian Curriculum (c2c) in a safe and supportive environment. Students are supported using various strategies and differentiated work.

Co-curricular activities

In 2018, Mount Perry State School students were involved in a number of extra-curricular activities. Some of these included:

- Annual Show Exhibition
- ANZAC Day Services
- Arts Council Performances
- Athletics Carnivals
- Interschool Sport
- Leader's Camp
- Local Art Exhibition

- Project Club
- Electronics Club
- Code Club
- Under 8's day
- Unlimited Program
- Work with Local Fine Arts Group
- Year 6 Camp

How information and communication technologies are used to assist learning

In 2018, at Mount Perry State School, a range of technologies were used to deliver or assist with learning. Some of these included;

- Classrooms & library with interactive whiteboard/smart panel
- Japanese (LOTE Curriculum) delivered online through Blackboard Collaboration
- Computers in lab (in 5/6 classroom) and library
- I pads & Beebots accessible
- Various online programs (Reading Eggs, Typing Tournament, Code etc)
- Typing and computer skills taught
- Utilise various software (Word, Powerpoint, Excel & Publisher etc) and assistive functions (speak tool etc)

Social climate

Overview

At Mount Perry State School, we aim to maintain a safe and supportive environment for all students, staff and community members. We use the Positive Behaviour for Learning framework to guide our practice and work towards building effective relationships. Our core values are reflected in our whole school rules of Be Safe, Be Responsible & Be Respectful. We teach specific lessons each week to help support students to become independent and self-managing. Throughout the term, students can earn bands that go towards our culminating rewards day at the end of each term. We participate in positive programs/events such as National Day of Action Against Bullying and Violence. We also provide one on one or small group behaviour lessons and social stories for students as needed.

We have a school chaplain that supports the school in various ways including providing breakfast club twice a week, implementing values programs in the upper school, linking families to support services in the area and pastoral care/support for students, staff and parents.

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)	86%	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)	86%	89%	100%
• their child is making good progress at this school* (S2004)	100%	78%	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%	78%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	86%	100%	80%
• they can talk to their child's teachers about their concerns* (S2009)	100%	78%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	100%
• this school takes parents' opinions seriously* (S2011)	86%	100%	80%
• student behaviour is well managed at this school* (S2012)	86%	89%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	93%	90%
• they like being at their school* (S2036)	91%	88%	81%
• they feel safe at their school* (S2037)	88%	85%	95%
• their teachers motivate them to learn* (S2038)	97%	93%	90%
• their teachers expect them to do their best* (S2039)	100%	93%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	89%	95%
• teachers treat students fairly at their school* (S2041)	88%	85%	90%
• they can talk to their teachers about their concerns* (S2042)	91%	89%	80%
• their school takes students' opinions seriously* (S2043)	82%	88%	85%
• student behaviour is well managed at their school* (S2044)	82%	70%	95%
• their school looks for ways to improve* (S2045)	91%	88%	95%
• their school is well maintained* (S2046)	97%	80%	95%
• their school gives them opportunities to do interesting things* (S2047)	91%	85%	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)	100%	100%	100%
• 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%	78%	92%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	100%	100%	92%
• 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%	92%
• 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

Mount Perry State School continues to build positive partnerships with parents and the wider community. Parents are encouraged to participate through

- School Events
 - Weekly Parades
 - Parent Information Session, Parent Teacher Interviews
 - Sporting Carnivals
 - Special Events – ANZAC Service, Leadership Induction, Awards Night, Graduation, Colour Run
- Classroom Activities – daily reading
- Playgroup (every week)
- P&C Committee
- Volunteering in tuckshop
- Assisting with homework and engaging in their child's learning
- Providing feedback to the school – both formally (through P&C and school opinion surveys) and informally

The community is engaged through

- Fortnightly newsletters distributed throughout the community
- Guests invited to special occasions
- Volunteers

Respectful relationships education programs

At Mount Perry State School as well as completing health, safety and relationship programs as part of the Australian Curriculum and PBL framework we also participate in various health programs and events including:

- Life Education (which has been provided as a free service to families)
- Day for Daniel
- National Day of Action Against Bullying and Violence
- Walk Safely to School Day
- Unlimited program – run by the school chaplain
- Local police – being part of the school community at events but also providing information & support to the students.

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	7	21
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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	7,772	15,659	21,323
Water (kL)		475	

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

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	6	9	<5
Full-time equivalents	5	4	<5

*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	
Graduate Diploma etc.*	
Bachelor degree	6
Diploma	
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 \$5033.46.

The major professional development initiatives are as follows:

- Kindergarten Conference
- CQ Principal's Conference
- PBL Training (Data Training, Coach Training & Refresher Training for all staff)
- Writing & Oral Language
- Essential Skills for Classroom Management
- Bridge Builder
- U2B Literacy
- First Aid & CPR
- Beginning Teaching Mentoring & Workshop
- Letters & Sounds
- Cluster Meetings

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.	97%	97%	97%

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	93%	91%	88%
Attendance rate for Indigenous** students at this school	94%	92%	86%

* 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	95%	97%	80%
Year 1	88%	91%	79%
Year 2	94%	93%	87%
Year 3	92%	91%	89%
Year 4	95%	95%	91%
Year 5	90%	88%	93%
Year 6	94%	88%	90%

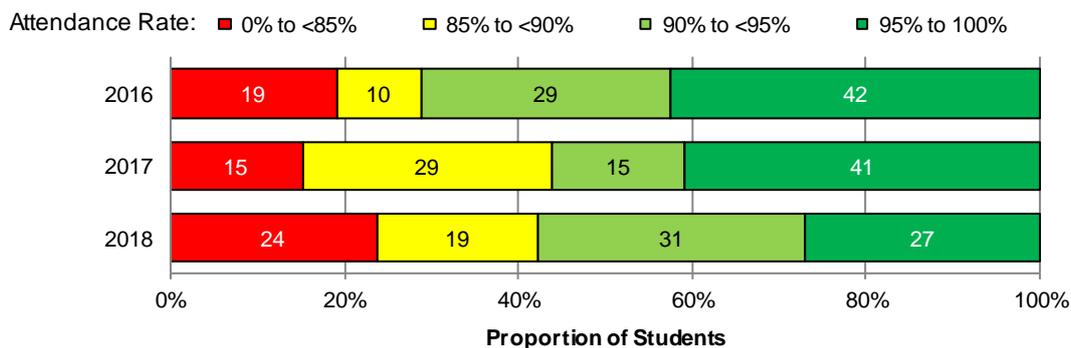
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

Rolls are marked twice a day (morning and afternoon), after the morning roll has been marked a text message is sent to the parent/caregiver of students marked absent that are unexplained. Admin send home letters throughout the term to catch up any unexplained absences.

In addition to this the school encourages students to attend by providing an end of term attendance prize (raffle system, students who attend 100% each week get a raffle ticket) and in 2018 also provided free icy poles to the class with the highest attendance percentage for the week.

For continual nonattendance issues meetings are held with parents.

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
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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.