



Mount Perry State School

ANNUAL REPORT 2016

Queensland State School Reporting

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



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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 all students in prep 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. This is achieved through the implementation of a well rounded curriculum covering the seven key learning areas of English, Maths, Science, Technology, Humanities and Social Sciences, Arts and Health and Physical Education.

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 Mt Perry, our vision is to equip students with the skills that they need for life-long learning and critical decision-making. The individual rights and responsibilities of our students are recognised in the teaching/learning process to promote equity and social justice. High self-esteem and a positive self-concept are also promoted to create independent and intrinsically motivated thinkers.

Values

At Mount Perry, our school values give significance to our lives and are reflected through the priorities that we choose. Our school beliefs of 'Be Respectful, Be Responsible, Be Safe' underpin the guiding principles that help us to become valued members of society.

Principal's Forward

Introduction

Mount Perry State School was founded in 1871. At Mount Perry State School, we foster a multi-age philosophy that ensures that all of our students learn in a safe and supportive environment. Several students who are currently attending the school, come from families whose members have attended the school for several generations. We have also have families who are new to the Mount Perry community. We care about each child's learning and each child's well-being, from the Preparatory Year to Year 6.

Mount Perry State School has experienced staff providing quality learning opportunities for children to meet their educational needs. We have a commitment to improving literacy and numeracy skills and a focus on the provision of learning experiences in the Early Years. Students working at a different year level to their peers are supported through a variety of strategies and may work between classrooms to maximise their learning. All students are supported through a daily spelling and reading program with differentiation to meet the diverse needs of all students.

Our core school values are *Be Respectful, Be Responsible and Be Safe*. Staff are committed to building quality relationships with students and parents, and providing a safe and engaging learning environment for all students. At Mount Perry State School, we give our best always

School Progress towards its goals in 2016

Attendance	Completed in 2016.
Writing	Partially completed in 2016. Focus to continue in 2017.

Future Outlook

The futures outlook for Mount Perry State School Community is extremely positive. Our teaching staff continue to refine and develop curriculum offerings based on the needs of each individual student. The key priorities for 2017 are:

- Systematic delivery of priorities,
and
- Pedagogy and expert teaching team.

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	60	32	28	5	84%
2015*	60	28	32	5	97%
2016	61	25	36	6	89%

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://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The student body of Mount Perry State School in 2015 totalled 60 students enrolled consisting of 28 girls and 32 boys. The majority of students came from families involved in local industry. We have a small population (8%) of Indigenous students and 2% of our students who speak English as an Additional Language/Dialect.

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	24	20	20
Year 4 – Year 7	17	21	19
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

Our approach to curriculum delivery at Mount Perry State School is we foster a multi-age philosophy that ensures that all of our students learn in a safe and supportive environment. All of our staff plan for and implement quality learning experiences based on the Australian Curriculum (C2C). Students working at a different year level to their peers are supported through a variety of strategies and may work between classrooms to maximize their learning.

Co-curricular Activities

At Mount Perry State School, students are involved in a number of extra-curricular activities which are always well supported by students, staff and families. Some of these include:

- Annual Show Exhibition
- ANZAC Day School and Community Services
- Arts Council Performances
- Athletics Carnivals
- Extension Projects
- Interschool Sport
- Leader's Camp
- Local Art Exhibition
- Maryborough Technology Challenge
- Mount Perry Family Fun Day
- NAIDOC Week
- Project Club
- School Excursions
- Under 8's Day
- Unlimited Program
- Values Lessons
- Work with Local Fine Arts Group
- Year 6 Camp

How Information and Communication Technologies are used to Assist Learning

A range of Information and Communication Technologies are used at Mt Perry State School to assist in student learning. These include various mathematics and English programs and online literacy programs such as Reading Eggs. Teachers use a range of ICTs in the delivery of their lessons. Teachers also ensure that the students have a level of competency in understanding and using these ICTs. A computer lab attached to the 5/6/7 classroom currently holds 12 computers, 6 lap tops and an interactive whiteboard. The P/1/2 and 2/3/4 classrooms also have access to this lab, as well as a bank of computers in the library. In addition to this, each classroom has 5 Ipad to use. Our resource centre contains an interactive whiteboard that is utilised when required. Students are encouraged to achieve a high level of computer skills to allow them to work within the technological age that we are currently in. Students are given the opportunity to produce work that incorporates all facets of computer technology including word processing, PowerPoint presentations and work samples using the word and publisher program. All computers are connect to the internet and the school network which provides the students with a degree of freedom to access their documents at any machine within the school network. All classrooms have an interactive whiteboard installed.

Social Climate

Overview

The social climate of Mount Perry State School is very positive and is underpinned by the values of the School Wide Positive Behaviour Support program that has been implemented since 2008. The core values associated with this program are Respect, Responsibility and Safety. The staff are committed to building quality relationships with students and parents to provide a safe and engaging learning environments for all students. Mount Perry State School's Responsible Behaviour Plan which incorporates the School Wide Positive Behaviour Strategies, reflects the commitment displayed by all staff to help facilitate and develop self-managing students within the school.

Mount Perry State School's Chaplain visits the school one day per fortnight and every second Wednesday, providing pastoral care for all students from Prep to Year 6. She supports staff in helping students deal with any issues or concerns that may occur. Our Chaplain conducts breakfast club and implements values programs and specific programs aimed at the senior students. She also assists in the end of year camp for the year 5/ class.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	86%	89%	100%
this is a good school (S2035)	81%	89%	86%
their child likes being at this school* (S2001)	90%	100%	100%
their child feels safe at this school* (S2002)	86%	89%	100%
their child's learning needs are being met at this school* (S2003)	71%	89%	86%
their child is making good progress at this school* (S2004)	71%	78%	100%
teachers at this school expect their child to do his or her best* (S2005)	90%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	71%	89%	100%
teachers at this school motivate their child to learn* (S2007)	70%	100%	100%
teachers at this school treat students fairly* (S2008)	48%	78%	86%
they can talk to their child's teachers about their concerns* (S2009)	86%	89%	100%
this school works with them to support their child's learning* (S2010)	71%	89%	100%
this school takes parents' opinions seriously* (S2011)	57%	89%	86%
student behaviour is well managed at this school* (S2012)	57%	89%	86%
this school looks for ways to improve* (S2013)	70%	89%	100%
this school is well maintained* (S2014)	95%	78%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	83%	76%	91%
they like being at their school* (S2036)	83%	83%	91%
they feel safe at their school* (S2037)	87%	83%	88%
their teachers motivate them to learn* (S2038)	95%	97%	97%
their teachers expect them to do their best* (S2039)	96%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	83%	100%	100%
teachers treat students fairly at their school* (S2041)	82%	80%	88%
they can talk to their teachers about their concerns* (S2042)	87%	79%	91%
their school takes students' opinions seriously* (S2043)	86%	73%	82%
student behaviour is well managed at their school* (S2044)	86%	73%	82%
their school looks for ways to improve* (S2045)	100%	93%	91%
their school is well maintained* (S2046)	91%	90%	97%
their school gives them opportunities to do interesting things* (S2047)	90%	77%	91%

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)	93%	100%	100%
they receive useful feedback about their work at their school (S2071)	86%	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)	92%	100%	100%
students are treated fairly at their school (S2073)	92%	100%	100%
student behaviour is well managed at their school (S2074)	79%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
staff are well supported at their school (S2075)	85%	100%	100%
their school takes staff opinions seriously (S2076)	93%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	93%	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

Mount Perry State School continues to build proactive partnerships between the school, parents and wider community. There are many ways in which parents are welcomed into the school both formally as well as informally. Formal participation includes becoming a member of the Mount Perry State School Parents and Citizens Association. Through the Parents and Citizens Association, parents are provided with the opportunity to inform school decision making by assisting with the framing of submissions and by providing feedback on school policies. Informal participation includes attendance at cultural and sporting events, volunteering at tuckshop and attending weekly parades. Parents assist in other school celebrations such as ANZAC Day and school discos. Parents are also encouraged to assist their children to complete homework activities such as reading, spelling and sight words.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	2	1	1
Long Suspensions – 6 to 20 days	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 the school's annual utility return and is reliant on the accuracy of these returns. The staff and students of Mount Perry State School have focused on reducing the school environmental footprint, by ensuring that all stakeholders are aware of the changes that need to be made in our setting, to guarantee that our students understand the need to think about and care for our environment. In 2014, Mount Perry State School produced a Sustainable Environmental Management Plan (SEMP) to assist in the reduction of our environmental footprint. The activities and strategies in this plan will be fully implemented over a twelve month period and will be revised annually. The table below demonstrates the effort that been made to reduce power consumption by practicing responsible use of electricity. The whole school displays a conscious effort to keep the doors closed when air conditioners are turned on, turn lights and fans off when a room is not in use and report leaking taps. We also use a combination of tank and bore water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	11,208	0
2014-2015	11,556	
2015-2016	7,772	

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 <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

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	6	8	<5
Full-time Equivalents	4	4	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	Five
Diploma	One

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Certificate	One

*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 \$ 8129.33

The major professional development initiatives are as follows:

- Online Mandatory Training
- Essential Skills Classroom Management
- Beginning Teacher Mentoring
- Peer Learning
- Budgeting Planning
- First Aid
- LEM Phonics Literacy Seminar
- Cluster Meeting
- Principal Conference
- Numeracy and Literacy PD
- Autism Spectrum Disorder.
- Principal Conference
- Cleaners information session
- Writing

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.	97%	98%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 77% of staff was retained by the school for the entire 2016.

Performance of Our Students

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).	92%	89%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	94%	94%

*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%.

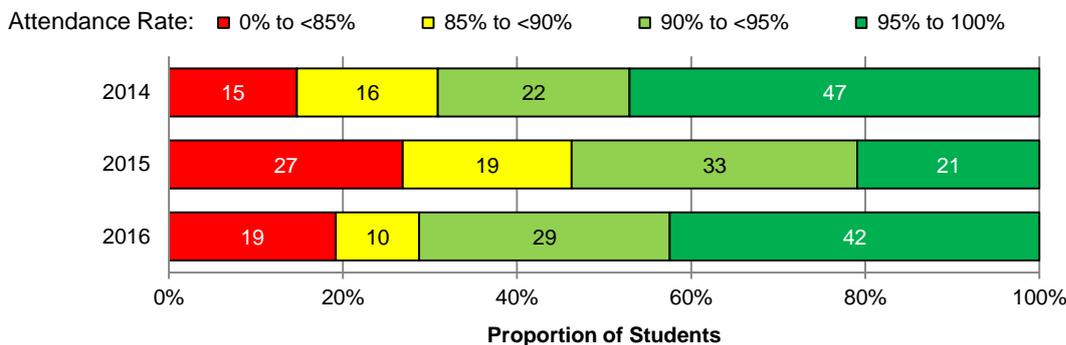
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	90%	92%	89%	93%	94%	95%	DW					
2015	89%	80%	89%	87%	89%	93%	95%						
2016	95%	88%	94%	92%	95%	90%	94%						

*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.

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Mount Perry State School, we have adopted the policy that 'Every Day Counts'. If a student has been away with an unexplained absence, a letter goes home to the parents from the principal, asking them to provide a valid reason for their child's absence. The explanation is then recorded on the OneSchool system. If absences are occurring consistently, a formal letter is then sent home to the parents from the principal, with the parents being asked to attend an interview. Classroom rolls are marked electronically twice daily at 8:50am and 1:45pm by the classroom teachers. The OneSchool Dashboard provides the school with extensive information on student attendance and it is used to inform future strategies associated with student absences.

To promote the key message of 'Every Day Counts' this year we will be using the following strategies to promote the importance of attending school every day.

- Display Every Day Counts posters around the school and community,
- Send home Every Day Counts parent brochures and parent flyers in newsletters through the term,
- Include Every Day Counts Prep brochure in 2017 Transition Day package.
- Whole staff ownership of school attendance policy:
 - Regular classroom discussion about class attendance,

- Go through attendance policy with class,
- General talk about attendance.
- Regular attendance messages on school sign.
- Year level attendance competition – year level with the highest weekly attendance percentage will get a funny face ice block for each student Friday after parade has finished. If child/ren are unable to eat funny face ice blocks please contact your child/ren’s classroom teacher.
- Students whose attendance at weeks end is at or above 95% will have their name called out on parade, been given a ticket to go in the running for the end of term attendance raffle.
- Student’s with attendance at 95% or above at the end of the term receive an attendance certificate.
- Year Level with highest attendance average at the end of the term will be called out on parade and each student given a voucher to spend in the community.
- Attendance letters, every 5 weeks–informing parents of child/ren attendance if it is below our attendance goal of 95%.
- Conferences with children whose attendance is below 95%.

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.

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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.