

Mount Cotton State School

Queensland State School Reporting

2013 School Annual Report



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Introduction

The School Annual Report outlines the achievement of students and staff at Mount Cotton State School in 2013. Throughout this year, we continued to enact **OUR VISION:**

“TO GROW CLEVER, CREATIVE AND CARING INDIVIDUALS”

We are passionate about our school being a place where everyone reaches their potential and loves to learn. To reach the highest standards of learning, especially in Literacy and Numeracy, to which we aspire for our students, we are investing in:

- ✓ Committed skilled teachers who are constantly striving to improve their teaching practice
- ✓ 21st Century Learning focusing on mobile technologies, 24 hour access to learning and flexible, differentiated curriculum delivery
- ✓ An Engaged, involved school community committed to the schools continuing success and improvement

School progress towards its goals in 2013

In 2013, Mt Cotton State School achieved the following key priorities:

- Development of a Reading Instructional model embedded across the school
- Development of an Assessment & Reporting Framework for tracking student achievement data
- Effective Implementation of the Mount Cotton Spelling program
- Development of an effective Parent & Community Engagement program
- Development of school based teams focusing on Data, Research, Mathematics and Reading
- Development of a school wide Pedagogical model for implementation in 2015.
- Development of a support model for Gifted & Talented students
- Research and Development into the production of an effective Professional Learning Community

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Future outlook

Key Drivers of School Improvement as defined in the Annual Implementation Plan 2014:

PEDAGOGICAL PRECISION	<p>Effective pedagogy in Mathematics</p> <ul style="list-style-type: none"> • Engage an expert - Brian Tickle to provide professional learning and modelling for teachers on the teaching of Number and to provide feedback • Expenses shared across the cluster with Bayview and Thornlands SS • Identify and purchase purposeful physical resources that support the pedagogical development of staff in the areas of Mathematics • Development of a Maths Committee in 2013 – setting 5 areas of strategic development in Mathematics <ol style="list-style-type: none"> 1. Formative Assessment in Maths 2. Consistent Pedagogical Practice 3. Problem Solving 4. Utilising Mathematics 5. Higher Order Thinking • Utilise Formative Assessment data to inform 5 week Data Cycles with a focus on Mathematics
	<p>Effective pedagogy in Reading</p> <ul style="list-style-type: none"> • Engaging an expert (Angela Ehmer) to model and train teachers in the explicit teaching of Reading • Engage an expert (Rosylyn Scandar) to model and train teachers in the explicit teaching of STRIVE • Providing Prep and Year 1 teachers with training on using the Jolly Phonics program. • Developing a shared understanding on the school's expectation on the teaching of phonics. • Continue the progression of the Mount Cotton Reading program focusing on Gradual Release of Responsibility Instructional Approach and Reciprocal Teaching • Develop a school wide approach to utilising the regional Assessment & Monitoring Tool for Reading – targeting P – 2 as a priority • Utilise Formative Assessment data to inform 5 week Data Cycles with a focus on Reading
	<p>Pedagogical Model defined and adopted</p> <ul style="list-style-type: none"> • Collaborate with staff on pedagogical models being investigate – ASOT, Dimension of Teaching & Learning, Principles of Learning / 21st Century Learning Science • Investigate various elements of the model and develop staff understanding through Professional Learning Sessions • Embed the model into the professional Learning Model as a reflective tool • Embed the model into Teaching & Learning practices/ planning cycles

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21ST CENTURY LEARNING	<p style="text-align: center;">Continue to develop a process for introducing BYOD in 2015</p> <ul style="list-style-type: none"> Invest in wireless infra-structure to support future use of mobile devices Purchase and trial use of 10 Tablets in Mi-Hub space targeting Year 5 – 7 students Work with P&C association and MC Tech team to develop processes around BYOD – research other schools to refine hire costing, technical support/ maintenance, app usage, online security etc.
	<p style="text-align: center;">Development of Flipped Classroom utilising on-line Teaching & Learning materials</p> <ul style="list-style-type: none"> Formalisation of virtual classroom spaces as learning preparation and flipped classroom learning environments Work with school community to identify homework policy in an on-line learning environment Enhance use of various online learning spaces – Study Ladder, Mathletics, Reading Eggs - professional learning for all staff
	<p style="text-align: center;">Development of capabilities in using mobile Technologies to improve learning outcomes</p> <ul style="list-style-type: none"> Professional Learning opportunities for key staff to become experts in tablet and I;Pad usage – focusing on reading and mathematics applications – 1 per year level Target 7 X I:Pads per class in Year 2 targeting reading and mathematics applications Gather quantifiable data from Year 2 tablets to inform student growth in reading - Action Research Project Development of MI Hub Learning Space in resource centre to encourage 21st century learning skills, Project based learning as a target across Year 5
PERSONALISED LEARNING	<p style="text-align: center;">Quality Differentiation practices</p> <ul style="list-style-type: none"> Focus on SFD and Teaching & Learning workshops around utilising data to differentiate – ‘MY Class, My Data’ Development/ enhancement of Differentiation Placemats Differentiation key component of end of Term data conversations – adjustments to programs according to Formative/ Summative data
	<p style="text-align: center;">Effective Personalised Programs – Compass</p> <ul style="list-style-type: none"> Branding of Mount Cotton Enrichment Program – Compass Develop programs in the following areas, targeting Year 4/5: <ol style="list-style-type: none"> Compass Plus – for higher achievers in Maths/ English Compass Fitness – high achievers in HPE Compass Performance – encompassing beginner and advance dance classes Compass Electives – enrichment for Year 2/3 classes Compass Art – high achievers in Visual Arts Compass Media – local Student Voice media production Identify and formally ascertain Gifted & Talented students across Years 3 – 7 - following process developed by GO in 2013

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PROFESSIONAL LEARNING COMMUNITY	<p style="text-align: center;">Development of effective, sustainable mentoring & coaching practices</p> <ul style="list-style-type: none"> • Developing a sister school relationship with Mt Eliza North in Victoria – learning about their coaching model and their success in the early years P – 2. • Formally train up to 8 staff in coaching methodology – 1 staff member trained as head coach to then train future coaches – utilising specialised coaching program delivered by APT Learning
	<p style="text-align: center;">Creation of a Professional Learning Community focusing on key pedagogical developments</p> <ul style="list-style-type: none"> • Implementing the Mt Cotton State School Peer Coaching Process targeting teaching of Mathematics and Reading personalised to each teachers stage of professional development • Develop formal process for defining the Mount Cotton PLC taken from sister school Mount Eliza North and Mother Theresa school,- Victoria •
	<p style="text-align: center;">Enhanced engagement in Performance Development Plan Process</p> <ul style="list-style-type: none"> • Refine PDP process to include 2 strategically aligned goals and 1 personal goal. • Define enhanced processes around time frames and consistent PDP interview protocols to be used by DP, HOC and Principal
DISCIPLINED SCHOOL ENVIRONMENT	<p style="text-align: center;">Develop a 5 point response to the Discipline Audit</p> <ul style="list-style-type: none"> • Enhanced consistent practices in behaviour management and student tracking Domain A — Principal leadership Domain B — Parent and community engagement Domain C — Data informed decision-making Domain D — Clear consistent expectations for behaviour Domain E — Explicit teaching of appropriate behaviour to all students • Data tracking of attendance per cohort presented weekly to staff
	<p style="text-align: center;">Enhanced program for positive student support – Kids Matters framework</p> <ul style="list-style-type: none"> • Working party involving teachers, GO, Chaplain and DP to define framework parameters to encompass social/ emotional wellbeing programs for Mount Cotton under Kids Matters banner • Utilise data from staff to target key areas of development • Development of Well Being Hub to support social/ emotional development - students at risk

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PARENT & COMMUNITY ENGAGEMENT	<p>Continue to strengthen relationships with local child care providers / key feeder SHS</p> <ul style="list-style-type: none"> Engage in cluster meetings with Cleveland SHS and Victoria Point SHS – create linkage with our Compass Plus , Compass Performance and Compass Media programs Work with Mt Cotton child care to enhance oral language and school readiness programs , as well as share the load with screening processes
	<p>Enhanced engagement in the learning process</p> <ul style="list-style-type: none"> Invite parents to a suite of Parent Information Sessions – targeting key development areas: <ul style="list-style-type: none"> Reading – Support a Reader training for parents ICT – using I:Pads for Learning, Flipping the Classroom Maths – The Tickle Methods Kids Matters – parent response to social / emotional programs
	<p>Enhanced involvement in school decision making & collaboration</p> <ul style="list-style-type: none"> Engage in 2 times a term Coffee Chats with random selection of parents – focusing on feedback on key areas of school development Gain regular feedback from parents regarding school funding recommendations linked to our AIP – P&C and parents support prioritisation processes
	<p>Enhancement of communication with parents</p> <ul style="list-style-type: none"> Develop enhanced methods of communication utilising online modes – Facebook, Virtual Classrooms, Twitter Develop Parent Portal on website to enhance parents access to school information pertaining to their child's class, their cohort and the whole school

Our Guiding Principles are utilised when making decisions around school improvement, student engagement/achievement & facilities development:

Is what we are doing in the best of interest of our students?

Is it compelling & justifiable?

Is it sustainable?

Our Statement of Purpose reminds us, every day, of what we need to focus on to achieve OUR VISION.

Every Student Counts – this ensures that every child is catered for, that every child reaches their potential and have an opportunity to embrace their unique skills and talents

Every Teacher Counts – this ensures that every teacher is aware of their role in reaching our vision and are accountable for all students across the school.

Every Minute Counts – this ensures that we support our parents in having their child attend school for the maximum amount of time, as well as ensuring that our teachers make the most of instructional time; that we do not **miss an opportunity for learning to take place.**

Mt Cotton Counts – this ensures that we are reminded on a regular basis that we support a community of learners and that our influence goes beyond the school gates

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Principal's foreword

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	615	293	322	94%
2012	590	287	303	95%
2013	597	285	312	96%

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

Characteristics of the student body:

Established in 1876, Mt Cotton State School has been providing quality education to generations of families and enjoys strong ties with its local community. Many students attending the school are descendants of the original families who settled the area.

The community holds high expectations for the learning and behaviour of students.

The student body is predominantly of an Anglo-Saxon cultural background so the teaching of LOTE and associated cultural studies is an important aspect of a well-rounded education.

Mt Cotton State School operated a high quality Special Education Program for students with a range of disabilities. Students learn in mainstream classes with the support of a Special Education teacher and teacher aides. In 2013, the number of students in the SEP grew from 23 to 29.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	22	23
Year 4 – Year 7 Primary	26	26	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	1	5	5
Long Suspensions - 6 to 20 days	0	1	0

Our school at a glance

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Early Years Literacy intervention program (ELF) targeting literacy in Year 1

LIPP (Literacy Intervention Program for Prep) targeting Literacy and Numeracy in Prep

Distinct Senior Springboard program for Year 6/7 students

Elite Skipping Team – The Cotton Hoppers – students competing in the World Titles in Hong Kong

Instrumental Music, choir competing in local competitions

Special Education program, including the Engine Room occupational therapy space

Japanese LOTE program for Year 6/7 students

Extra curricula activities

Compass Activities – Fitness, Dance, Soccer, Touch Football, Gymnastics, Athletics

Excursions and Incursion programs across KLA's

Inter school carnival days for sports such as touch football, European handball, netball and field hockey

Mathematics Extension programs : Project 600 through school of Distance Education, Maths Olympiad

Englihs Extension programs: Readers Cup, Reading Olympiad

Science Extension program : Science Days of Excellence

Participation in UNSW National testing for English, Maths, ICT and Science

Outdoor Education programs – camps for Years 4 – 7

How Information and Communication Technologies are used to assist learning

At Mt Cotton State school, we are committed to providing opportunities for all students to access a range of digital technologies to enhance learning. Teachers plan specific learning activities integrating ICT's within their units of work. All students access the Internet as well as a range of programs for online learning such as Mathletics, Reading Eggs and Spelling City.

The professional Development agenda is designed to focus on the enhanced integration of effective digital pedagogies. The use of Virtual Classrooms on the Learning Place as well as the use of digital learning objects has significantly enhanced opportunities for students at school and at home. Every classroom has an interactive whiteboard to support teacher instruction and student engagement in the learning process.

Significant investment has been placed into purchasing iPads , laptops and a variety of other mobile technologies to enhance student learning.

Social climate

The central focus at Mt Cotton State School is the 3 Core Values: Respect, responsibility and Resilience. These values are articulated in classrooms and across the school on a daily basis, with their output realising our vision of growing Clever, Creative and Caring individuals. These values are reinforced by all members of the community, and are a powerful means of guiding students to become successful students, creative and informed citizens.

Teachers provide a high level of pastoral care for their students. This is reflected in the significantly positive 100% of children stating that they like being at this school and that they feel safe at this school. With the successful implementation of Peer Support, Student Leadership and Chaplaincy in 2013, the school will continue to support the emotional development of all students.

Our school at a glance

Parent, student and staff satisfaction with the school

The overall perception of the school by parents, students and staff is extremely positive and they believe that this is a good school that provides quality education for every child. Staff morale is high and children believe they like being at this school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	91%	97%
this is a good school (S2035)	100%	97%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	95%	100%
their child's learning needs are being met at this school* (S2003)	86%	97%
their child is making good progress at this school* (S2004)	95%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	96%
teachers at this school motivate their child to learn* (S2007)	100%	93%
teachers at this school treat students fairly* (S2008)	95%	93%
they can talk to their child's teachers about their concerns* (S2009)	95%	90%
this school works with them to support their child's learning* (S2010)	91%	97%
this school takes parents' opinions seriously* (S2011)	95%	93%
student behaviour is well managed at this school* (S2012)	91%	93%
this school looks for ways to improve* (S2013)	95%	97%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	97%
they like being at their school* (S2036)	93%	95%
they feel safe at their school* (S2037)	96%	94%
their teachers motivate them to learn* (S2038)	99%	97%
their teachers expect them to do their best* (S2039)	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	91%
teachers treat students fairly at their school* (S2041)	89%	95%
they can talk to their teachers about their concerns* (S2042)	90%	89%
their school takes students' opinions seriously* (S2043)	91%	90%
student behaviour is well managed at their school* (S2044)	83%	87%
their school looks for ways to improve* (S2045)	96%	96%

Our school at a glance

their school is well maintained* (S2046)	93%	92%
their school gives them opportunities to do interesting things* (S2047)	93%	96%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	95%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	95%
staff are well supported at their school (S2075)	95%
their school takes staff opinions seriously (S2076)	95%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	95%
their school gives them opportunities to do interesting things (S2079)	93%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents and carers are encouraged to enhance their children's education by developing productive relationships with the school. Maintaining open and respectful communication between the school and home is a key aspect to these relationships. Parents are welcome to discuss their children's progress at any time during the school year, as well as at formal parent-teacher interviews. School and P&c newsletters are distributed on alternate weeks to keep parents up to date with activities and celebrate student success. A range of opportunities are offered to parents to become involved in their child's school including:

Working Bees

Parent Coffee chats and Parent Consultative groups

Assisting in programs such as Support a Reader, Support a Talker, volunteering for Banking/ Tuckshop

Involved in eat Bake Grow markets every second Sunday

Running and coordinating fundraising activities through out the year

Attending assemblies on a weekly basis

Attending various celebration days at the end of each term for specific year levels

Utilising FACEBOOK as a mode off communication with their fellow parents (introduced in 2013)

Reducing the school's environmental footprint

The school has investigated a variety of measures to reduce paper usage, including engaging a staff member to conduct data analysis in this area and come up with strategies to reduce our carbon footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	1,304	691
2011-2012	94,768	961
2012-2013	138,927	1,428

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

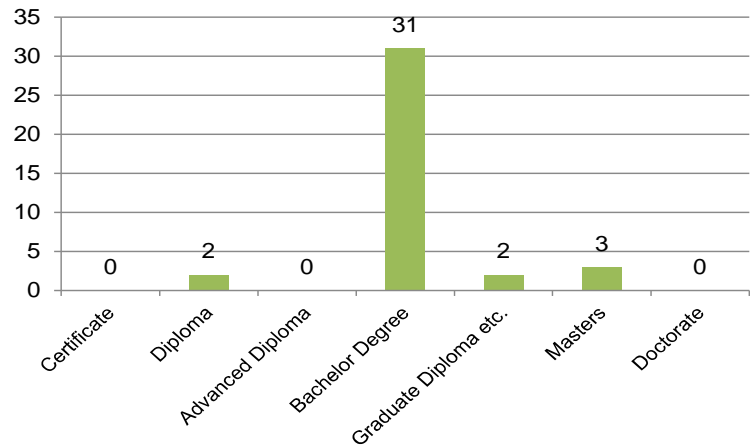
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	38	19	<5
Full-time equivalents	35	11	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	31
Graduate Diploma etc.	2
Masters	3
Doctorate	0
Total	38



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 16 557

The major professional development initiatives are as follows:

- Reading Strategies – various staff meetings/ SFD
- IWB Training all staff
- Spelling Program PD
- Mathematics PD
- Geography PD
- Various special needs training opportunities
- Principal and leadership team engagement in Leadership conferences

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %. Professional Learning Teams operate as part of the meeting cycle, focusing on data and improving pedagogical practice.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

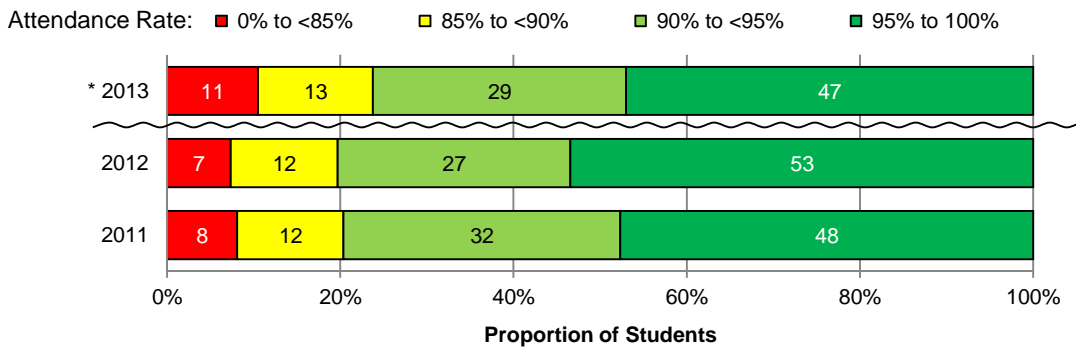
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	93%	93%	93%	93%	93%	94%					
2012	95%	95%	94%	92%	92%	94%	95%					
2013	93%	94%	92%	93%	92%	91%	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET 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.

Implementation of electronic roll marking was embedded in practice at the start of 2013. Teachers are provided with sample rolls to ensure they are familiar with absence codes. Class rolls are marked twice daily. Days absent are generated on the end of semester student reports.

Parents can inform the school about their child's absences via the telephone school absence line. Blue slips are issued daily. Students arriving at the start of instruction report to the school office for a "late slip". Parents who collect their child before the end of the school day sign on "early departure" register.

Class teachers notify the school office of unexplained absences of greater than 3 days which are then followed up by administration staff. Longer periods of unexplained absences are referred to the principal and managed in accordance with the Truancy flowchart.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/>.

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