

Mount Fox State School

Queensland State School Reporting

2015 School Annual Report



Postal address	2957 Mount Fox Road, MOUNT FOX QLD 4850
Phone	(07) 4777 5124
Fax	(07) 4777 5177
Email	principal@mtfoxss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Ms Rachelle Keeffe, Principal

Principal's foreword

Introduction

Mount Fox State School has been proudly providing the young people of the Mount Fox community with an education since it opened in 1988. The community is very proud of the school and the great academic results the students have achieved over the years - proving that being in a remote area is not a disadvantage to learning.

Mount Fox State School is situated 66km west of Ingham and nestled amongst cattle properties and national park. It is located in the North Queensland region.

This report is designed to provide a summary of the progress and highlights at Mount Fox State School during 2015. It contains information about what makes our school unique – explicit teaching; exciting and engaging teaching and learning, multi-age learning environment, joint curriculum days with other small schools, 'family-like' supportive learning environment and the dedication and commitment of all staff.

Families and other interested persons can access the report online at www.mtfoxss.eq.edu.au or on request receive a paper copy through the school office.

School progress towards its goals in 2015

2015 Goal	Progress
Improving reading, writing and numeracy outcomes	Every student received a 'C' or above in English and Maths. Further development is required, particularly in writing. Staff and students will continue to work on these goals. Explicit instruction is embedded as the main pedagogy platform
Implement Australian curriculum	Australian Curriculum is embedded and as new subjects become available, will also be implemented as required.
Embed school strategic documents	School strategic documents continue to be reviewed, refined and embedded.
Build capability of leaders, teachers and staff	School had a change of principal and began the process of upskilling capabilities of new principal. Teachers and staff continued to receive professional development.
Improve attendance rates and transitioning programs	Attendance rates were monitored and improved

Future outlook

- Building Staff capacity in curriculum knowledge and practice including HPE and Digital Technologies
- Reading and Writing
- Quality Teaching and Learning

<p>Review curriculum plan to ensure it reflects systemic and school priorities with a focus on improving students' literacy and numeracy</p> <p>Build staff capacity to use high yield instructional strategies</p> <p>Development of differentiation strategies and case management to improve identified students' achievements</p>	<ul style="list-style-type: none"> • Review, develop and align curriculum planning, assessment and reporting practices in order to support and extend students and improve outcomes • Develop, implement and embed case management protocols for identified students • Refine data analysis and monitoring to inform student learning goals and progress • Unpack curriculum units of work with students to create assessment literate learners 	<ul style="list-style-type: none"> • Updated Whole School Curriculum Framework • Student case management details are entered into Support Provisions on OneSchool • Levels of satisfaction in relevant Parent/Student Opinion Surveys
<p>Reading and Writing</p>	<ul style="list-style-type: none"> • Revise and continue to implement whole school reading program. • Embed explicit focus on the teaching of reading • Continue participation on NQR Regression Data analysis project using PM Benchmark levels 	<ul style="list-style-type: none"> • % of Prep – Year 2 students 'at' or 'above' NQ Region regression analysis indicators • % of Year 3 -6 students 'at' or 'above' chronological reading age • % of students in Year 3 and 5 improving in their mean scale score (MSS) ≥ 75 Scale point score for NAPLAN Reading
	<ul style="list-style-type: none"> • Investigate and develop whole school approach to writing • Investigate and develop a whole school vocabulary development approach incorporating the STRIVE program to improve writing, spelling and grammar 	<ul style="list-style-type: none"> • Develop and implement a school writing plan utilising the resource of 7 Steps to Writing
<p>Provide 'real life' experiences and program through the curriculum</p>	<ul style="list-style-type: none"> • Investigate and incorporate relevant 'real life' experiences into units of work in the curriculum 	

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	12	6	6		91%
2014	14	8	6	2	92%
2015	9	4	5		100%

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 2015, 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:

The students at Mount Fox State School are from the local rural area. One family of students travel 45 minutes each way to attend Mount Fox, which is their closest geographical school. The school has one multi-age classroom that operates in smaller multi-aged groupings. The program is developed and closely monitored by the Teaching Principal and assisted by the Itinerant Teacher.

Average class sizes Average Class
Phase

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 6	9	11	9

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	0
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.

Curriculum delivery

Our approach to curriculum delivery

Curriculum at Mount Fox State School is based on the Australian Curriculum and Reporting Framework and supported by C2C documents. All lessons are delivered by the Teaching Principal and the Itinerant Teacher. Every year Mount Fox State School participates in inter-school carnivals with the schools within the Ingham district.

Extra curricular activities

In 2015 Mount Fox State School participated in the following extra curricular activities:

- Inter-School Cross Country
- Upper Herbert, Small Schools and Barnes Cup Athletics Carnivals
- Whole School Camp with Abergowrie, Mutarnee and Toobanna State Schools – Kinchant Dam Education Centre
- Inter-School Swimming
- ANZAC Day Service
- Year 6 Graduation ceremony
- Cultural excursions

How Information and Communication Technologies are used to improve learning

Mount Fox State School is exceptionally well resourced with a variety of computers, laptops and iPads. The school has in total seven work stations, available to staff, students and visiting specialists, both 'on site' and for professional development opportunities. Each of the computers are networked.

Computers are utilised as a teaching tool across all key learning areas as opposed to a stand-alone subject. The classroom has an interactive whiteboard which is utilised as a valuable teaching/modelling tool. A portable projector was purchased in 2014 to cater for learning experiences in more of the learning areas within the school. Students are assigned laptops and regularly use them for curriculum lessons, accessing learning materials, researching information on the internet, preparing and presenting information using a variety of software applications, accessing *Blackboard Collaborate* (online classroom) for Italian and emailing work samples.

iPads are also utilised and implemented throughout the curriculum. The school is beginning to immerse its students in the world of iPad technology with the classroom employing them to foster learning and promote high interest levels.

Our physical learning space is functional and flexible, thus enhancing and supporting pedagogy. The design features of our learning areas enable us to create 'contemporary' learning spaces which foster working digitally as well as enabling learners.

Social Climate

Staff members at Mount Fox State School provide all students with the opportunity to learn and develop in a safe, supportive and caring environment. As Mount Fox is a multi-age setting with students from all year levels in the one classroom, individual student needs are catered for when planning learning opportunities. Older students are also encouraged to assist younger students where practical to further cement their own knowledge. Specialist support staff members are consulted and utilised to offer all students the opportunity to maximise achievement and learning outcomes in a range of curriculum based and extra-curricular activities.

Being Responsible, Respectful and Safe are our school rules and students have a clear understanding of behaviour expectations which are widely communicated and embedded in practice. Both positive and negative consequences are consistently enforced for behaviour.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	80%	DW	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
this is a good school (S2035)	100%	DW	100%
their child likes being at this school (S2001)	80%	DW	100%
their child feels safe at this school (S2002)	100%	DW	100%
their child's learning needs are being met at this school (S2003)	80%	DW	100%
their child is making good progress at this school (S2004)	80%	DW	100%
teachers at this school expect their child to do his or her best (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	DW	100%
teachers at this school motivate their child to learn (S2007)	80%	DW	100%
teachers at this school treat students fairly (S2008)	60%	DW	100%
they can talk to their child's teachers about their concerns (S2009)	100%	DW	100%
this school works with them to support their child's learning (S2010)	100%	DW	100%
this school takes parents' opinions seriously (S2011)	100%	DW	100%
student behaviour is well managed at this school (S2012)	80%	DW	100%
this school looks for ways to improve (S2013)	100%	DW	100%
this school is well maintained (S2014)	100%	DW	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school (S2036)	86%	88%	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)	86%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	88%	100%
teachers treat students fairly at their school (S2041)	100%	75%	100%
they can talk to their teachers about their concerns (S2042)	100%	88%	100%
their school takes students' opinions seriously (S2043)	100%	88%	100%
student behaviour is well managed at their school (S2044)	86%	88%	100%
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%	88%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
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%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
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)	DW	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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 Fox State School does not have a P&C however there is an open door policy where parents are always welcome to come and speak with staff. Regular parent information sessions and discussions are held between the parent body and the Mount Fox State School staff. Parent are encouraged to help out during curricular and extra curricular activities throughout the year.

Reducing the school's environmental footprint

Mount Fox State School has made a conscious effort to reduce its ecological footprint through general instruction to the students through assemblies. Solar panel monitoring systems have been checked regularly. Students have created a vegetable garden with produce being used at the school for cooking or distributed amongst the student families.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	8,811	0
2013-2014	12,775	0
2014-2015	16,366	

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

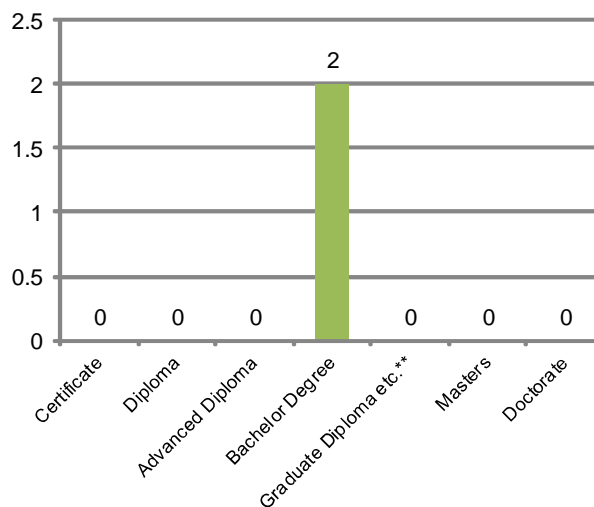
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	4	0
Full-time equivalents	1	2	0

Qualification of all teachers

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



*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 2015 were \$4925.64

The major professional development initiatives are as follows:

- Developing and Implementing Quality Teaching & Learning practices
- Principal Conferences and Forums
- Hinchinbrook Professional Learning Community
- Cleaners Training
- Finance
- Seven Steps to Writing Success
- Reef Guardian

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 71% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	90%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).		90%	

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

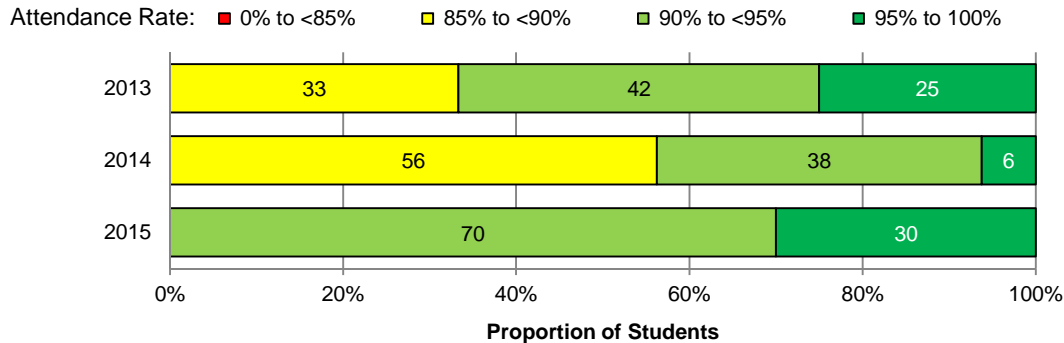
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%		DW	DW	90%	95%	DW						
2014	89%	91%	90%	DW	DW	93%	90%	DW					
2015	95%	DW	92%	DW	DW	DW	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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. Student attendance rolls are taken twice daily (9am and 2pm). Parents are contacted by the school if a student is absent for 3 days without contact from parents. There is an incentive program for attendance in place for the students which is linked to the classroom reward program.

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/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

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

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile