



Mount Fox State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Mt Fox State School is a small remote school, situated 66km west of Ingham and nestled amongst cattle properties and national park. It is located in the North Queensland region.

The school offers Prep to Year 6 and is committed to extending the student's learning at their ability level regardless of their age or the year level in which they are enrolled. The school's priorities are Focussed Teaching to develop, implement and monitor the use of focused learning sessions to further increase the explicit teaching of Literacy, Numeracy, Science, Digital Technologies, Humanities and The Arts. Social Learning experiences are embedded to provide additional opportunities for students to interact with and engage in social learning from peers of similar ages from schools within the Ingham cluster and Professional Development to ensure staff consistently have high levels of expertise.

Principal's Foreward

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.

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 2016

Building Staff capacity in curriculum knowledge and practice including HPE and Digital Technologies	Staff reviewed, developed and aligned curriculum planning, assessment and reporting practices to support and extend students and improve outcomes. Joint curriculum days were held with Trebonne State School and Abergowrie State School to teach HPE and Digital Technologies. Staff continue to build curriculum knowledge in HPE and Digital Technologies. Future professional development for staff has been identified in these areas.
Reading and Writing	Every student received a 'C' or above in English. Further development is required, particularly in writing. Staff and students will continue to work on these goals with a particular focus on expanding vocabulary. Students' reading has improved in both levelled readers and curriculum reading. An explicit focus on reading curriculum texts has been identified.
Quality Teaching and Learning	Staff participated in interschool moderation opportunities. Data analysis has been embedded to further improve teaching quality and student progress. Students are becoming assessment literate and are able to identify what they need to know and do to complete assessment tasks.

Future Outlook

100% of students achieving C or above in English, Maths and Science	Provide balanced literacy focus on curriculum texts across a range of subject areas to enable students to obtain a deep
80% of students to achieve a C or better in Digital	

Technologies	<p>understanding of texts, fluency, vocabulary and writing skills.</p> <p>Staff provide detailed and timely feedback to students about their learning and how to make improvements.</p> <p>Students to continue to improve assessment literacy and an understanding of next steps to improve levels of achievement.</p> <p>Implementation of lunch time digital technology activities.</p>
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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	14	8	6	2	92%
2015*	9	4	5		100%
2016	5	3	2		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 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 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 where practical. The program is developed and closely monitored by the Teaching Principal and assisted by the Itinerant Teacher. In Term 4 a Prep transition program was implemented with Pre-Prep students attending one day a week.

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	11	5	3
Year 4 – Year 7		4	2
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

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.

Co-curricular Activities

- ANZAC Day March and Service
- Inter-School Cross Country

- Joint Curriculum Days with Trebonne and Abergowrie State Schools
- Small Schools and Barnes Cup Athletics Carnivals
- Whole School Camp with Mutarnee and Toobanna State Schools – Echo Creek Adventure Centre, Tully
- Joint swimming lessons with Trebonne and Abergowrie State Schools
- Inter-School Swimming (2 carnivals)
- Cultural excursions
- Year 6 Graduation ceremony

How Information and Communication Technologies are used to Assist Learning

Mount Fox State School is exceptionally well resourced with a variety of computers, laptops and iPads available to staff, students and visiting specialists, both 'on site' and for professional development opportunities. All computers are networked.

Computers are integrated as a teaching tool across all curriculum areas. The school has purchased interactive LED touch screens which are utilised as a valuable teaching/modelling tool. 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

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	100%	DW
this is a good school (S2035)	DW	100%	DW
their child likes being at this school* (S2001)	DW	100%	DW
their child feels safe at this school* (S2002)	DW	100%	DW
their child's learning needs are being met at this school* (S2003)	DW	100%	DW
their child is making good progress at this school* (S2004)	DW	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	DW	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	DW
teachers at this school motivate their child to learn* (S2007)	DW	100%	DW
teachers at this school treat students fairly* (S2008)	DW	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	DW
this school works with them to support their child's learning* (S2010)	DW	100%	DW

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	DW	100%	DW
student behaviour is well managed at this school* (S2012)	DW	100%	DW
this school looks for ways to improve* (S2013)	DW	100%	DW
this school is well maintained* (S2014)	DW	100%	DW

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	88%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	88%	100%	100%
teachers treat students fairly at their school* (S2041)	75%	100%	100%
they can talk to their teachers about their concerns* (S2042)	88%	100%	100%
their school takes students' opinions seriously* (S2043)	88%	100%	100%
student behaviour is well managed at their school* (S2044)	88%	100%	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)	88%	100%	100%

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)	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)	DW	100%	DW
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%

* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016

'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 a parent committee. The school welcomes parents to speak with staff and there is regular communication with parents at pick-up or drop-off. Regular parent information sessions and discussions are held between the parent body and the Mount Fox State School staff. Parents are encouraged to help out during curricular and extra-curricular activities throughout the year. Parents often volunteer to assist with tasks and working bees required at the school. The Mount Fox Rural Fire Service also has a close relationship with the school and provides an annual award for citizenship.

Respectful relationships programs

Mount Fox State School has developed and implemented programs that focus on appropriate, respectful and healthy relationships through all interactions. Our school values, Be Respectful, Be Responsible and Be Safe are explicitly taught and each week, have a targeted focus. Through the Health Curriculum, students also learn about creating positive relationships and understanding diversity.

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	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.

Environmental Footprint

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. Lunch time food scraps are fed to chickens or composted.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	12,775	0
2014-2015	16,366	
2015-2016	19,295	

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.

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

GO

Sector:

Government

Non-government

SEARCH

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	2	4	0
Full-time Equivalent	1	1	0

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	2
Diploma	
Certificate	

*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 \$5469.25

The major professional development initiatives are as follows:

- Hinchinbrook Professional Learning Community – Principal professional development; moderation
- Mandatory Training
- Writing Workshop
- Digital Technologies
- Unpacking Curriculum
- Quality Teaching and Learning

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.	99%	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 2016.

Performance of Our Students

Key Student Outcomes

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).	90%	94%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

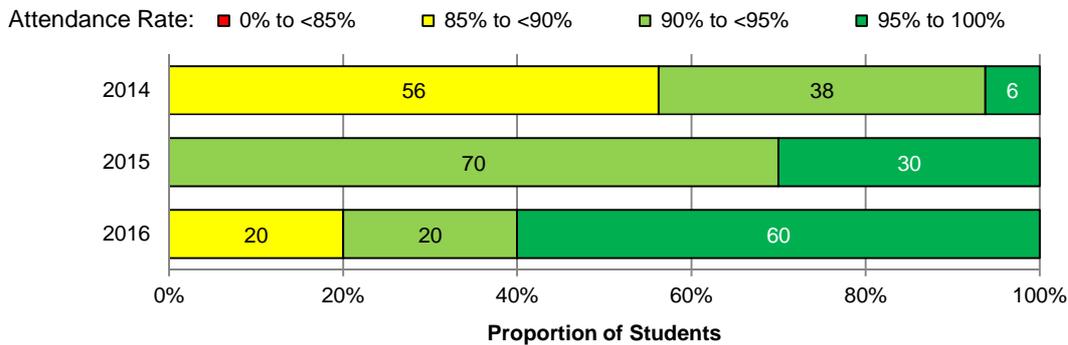
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	91%	90%	DW	DW	93%	90%	DW					
2015	95%	DW	92%	DW	DW	DW	94%						
2016		DW		93%		DW	DW						

*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.

Student attendance rolls are taken twice daily (9am and 1.30pm). Parents are contacted by the school if a student is absent and the school has received no contact from parents by 10:30am. There is an incentive program for attendance in place for the students which is linked to the classroom reward program. Each term, 25 Day challenges are implemented with rewards for students with 100%.

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.

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 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.