

Mount Fox State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Welcome to the 2013 School Annual Report for Mount Fox State School. This report gives an insight into the status of Mount Fox State School at the end of 2013. Mount Fox State School places a great importance on the academic achievement and social development of each individual student. This report reflects our school performance in 2013, the school profile, social climate and curriculum offerings to promote positive and productive student learning outcomes for all students.

School progress towards its goals in 2013

During 2013 Mount Fox State School has continued to progress towards its goals.

In 2013 the key operational goals were to focus on:

- Australian Curriculum – introduction of history and continued implementation of English, Maths and Science
- Reading and Writing and Short Term Data Cycles
- Whole school pedagogical framework – beginning to be developed based on Dimension of Teaching and Learning
- Instructional leadership – with a focus on leadership capabilities, observations and feedback
- Developing performance plans and professional development
- Parent and community engagement
- Attendance and transition
- Professional Learning Communities – continued to engage in Impact subcluster meetings and with Ingham Small Schools Professional Community

Future outlook

Our goals as set out in the Annual Implementation Plan for 2014 are:

- Australian Curriculum
- Reading and Writing and Short Term Data Cycles
- Whole school pedagogical framework
- Instructional leadership
- Developing performance plans and professional development
- Parent and community engagement
- Attendance and transition
- Professional Learning Communities

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	8	6	2	100%
2012	8	6	2	100%
2013	12	6	6	91%

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

Characteristics of the student body:

The students at Mount Fox State School represent a variety and diverse range of socio economic, cultural and religious backgrounds. The majority of the students are from the local rural area. In 2013 all students were of a non-indigenous background and 0% of students were ESL.

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

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	7	8	9
Year 4 – Year 7 Primary			
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	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Curriculum at Mount Fox State School is based on the National Curriculum Framework and 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 small schools of Ingham.

Extra curricula activities

In 2013 Mount Fox State School participated in the following extra curricular activities:

- Keep Australia Beautiful – Plant a Tree Day
- Paluma Environmental Educational Centre excursion
- 25th School Anniversary Celebrations
- Inter-school sports carnivals – cross country, swimming, athletics
-

How Information and Communication Technologies are used to assist learning

ICTs are integrated across the curriculum at Mount Fox State School. Computer to student ratio is 1:1 and iPad to student ratio is 1:3. ICTs were utilised whenever possible for learning experiences including the use of the interactive whiteboard

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. Individual student needs are catered for when planning learning opportunities and specialist support staff members are consulted and utilised to offer all students the opportunity to maximise achievement and learning outcomes in a range of provided curriculum based and extra-curricular activities.

In 2013 Mount Fox State School reviewed their responsible behaviour plan and its alignment with current legislation and policy. Social emotional wellbeing was discussed through the 'Have you filled a bucket today?' philosophy. Strategies used for the promotion of positive behaviour included a points system.

Parent, student and staff satisfaction with the school

As outlined in the tables below, in 2013 student satisfaction was generally very high with all indicators ranging between 86% and 100%. Parent School Opinion Survey data was also quite high with over half of targeted questions receiving 100% agreement.

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)	100%	80%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	80%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	80%
their child is making good progress at this school* (S2004)	100%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%

Our school at a glance

teachers at this school motivate their child to learn* (S2007)	100%	80%
teachers at this school treat students fairly* (S2008)	100%	60%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	100%	80%
this school looks for ways to improve* (S2013)	100%	100%
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)	100%	100%
they like being at their school* (S2036)	100%	86%
they feel safe at their school* (S2037)	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	86%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%
student behaviour is well managed at their school* (S2044)	100%	86%
their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%

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)	100%
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)	100%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	100%

Our school at a glance

their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	100%

* 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.

Involving parents in their child's education

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 discussions are held between the parent body and the Mount Fox State School staff. Parent are encouraged to help out during educational activities within the classroom.

Reducing the school's environmental footprint

Over the past 3 year period Mount Fox State School has managed to dramatically decrease their water and power usage as outlined below. This has been achieved through utilising solar power and bore water.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	10,773	0
2011-2012	15,939	0
2012-2013	8,811	0

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.

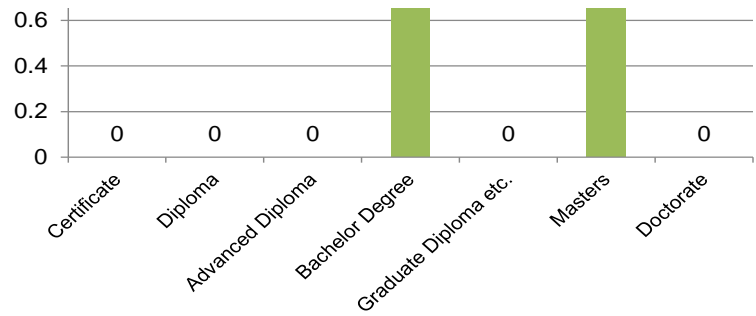
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	1	1	0

Qualifications of all teachers

Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	2



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$3557.

The major professional development initiatives are as follows:

- Impact Cluster meetings
- Ingham Professional learning Community meetings
- Capability Officer meetings
- Principal Induction Program
- Regional Principals Forum
- State wide principals forum
- First Aide training for all staff members
- Science with the Principal Education Advisor (Australian Curriculum)

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	99%	100%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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).	92%	96%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

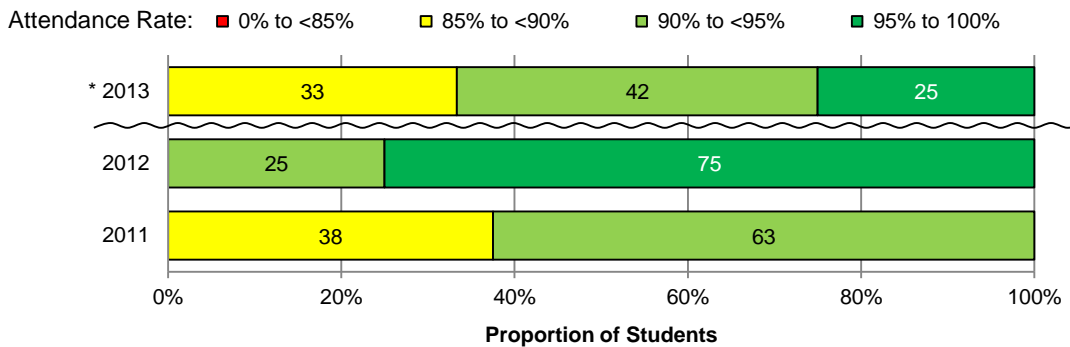
Student attendance rate for each year level (shown as a percentage)

	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		DW	91%	DW		DW						
2012	DW		DW	96%	DW		DW					
2013		DW	DW	90%	95%	DW						

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

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.

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.

Performance of our students

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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Achievement – Closing the Gap

In 2013 all students who attended were non-indigenous students hence there is no closing the gap data to report on.