

Mount Fox State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Welcome to the 2014 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 2014. 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 2014, 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 2014

During 2014 Mount Fox State School has continued to progress towards its goals.

In 2014 the key operational goals were to focus on:

- Australian Curriculum
- Reading and Writing and Short term data cycles
- Whole school pedagogical framework
- Instructional leadership – leadership capabilities, observations and feedback
- Developing performance plans and professional development
- Parent and community engagement
- Attendance and transition
- Professional Learning Communities

Future outlook

Our goals as set out in the Annual Implementation Plan for 2015 are:

- Improve Reading, Writing and Numeracy outcomes
- Implement the Australian Curriculum
- Embed School Strategic Documents
- Build the capability of leaders, teachers and staff
- Improve attendance rates and transitioning programs

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	8	6	2	100%
2013	12	6	6	91%
2014	14	8	6	92%

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 2014 two students were of an 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		
	2012	2013	2014
Prep – Year 3	8	9	6
Year 4 – Year 7 Primary			8
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education

(General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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 curricula activities

In 2014 Mount Fox State School participated in the following extra curricular activities:

- Inter-School Cross Country
- NRL Clinic
- Upper Herbert, Small Schools and Barns Cup Athletics Carnivals
- Fire, Police and Ambulance Excursions
- NQ Sports Foundation Try Day
- Bird Life Talk
- Whole School Camp with Abergowrie State School – Daradgee Environmental Education Centre
- Inter-School Swimming
- Whole School Sleep Over

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. The school has in total seven work stations throughout the school, available to staff, students and visiting specialists, both 'on site' and for professional development opportunities. Each of the computers are networked. In 2014, ten new laptops were purchased to enable each student in the senior grades an opportunity to become responsible for their own laptop.

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.

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. Individual student needs are catered for when planning learning opportunities. 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.

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.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	80%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school* (S2001)	100%	80%	DW

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	80%	DW
their child is making good progress at this school* (S2004)	100%	80%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW
teachers at this school motivate their child to learn* (S2007)	100%	80%	DW
teachers at this school treat students fairly* (S2008)	100%	60%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	100%	DW
student behaviour is well managed at this school* (S2012)	100%	80%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	86%	88%
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%	86%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	88%
teachers treat students fairly at their school* (S2041)	100%	100%	75%
they can talk to their teachers about their concerns* (S2042)	100%	100%	88%
their school takes students' opinions seriously* (S2043)	100%	100%	88%
student behaviour is well managed at their school* (S2044)	100%	86%	88%
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%	100%	88%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

'Agree' represents the 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 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 curricula 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. In 2014 the solar panels were cleaned and had regular maintenance done to ensure efficacy.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	15,939	0
2012-2013	8,811	0
2013-2014	12,775	0

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.

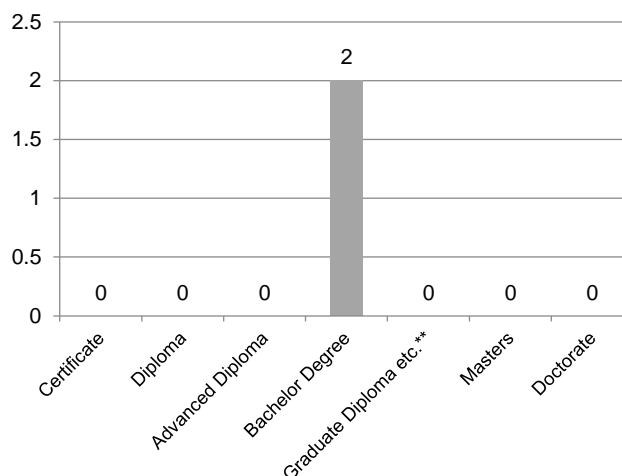
Our staff profile

Staff composition, including Indigenous staff

2014 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 2014 were \$2926.22.

The major professional development initiatives are as follows:

- The teaching of reading
- Principal Capability
- More support for students with disabilities
- Reef Guardian

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	100%	98%	99%

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 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	96%	93%	90%

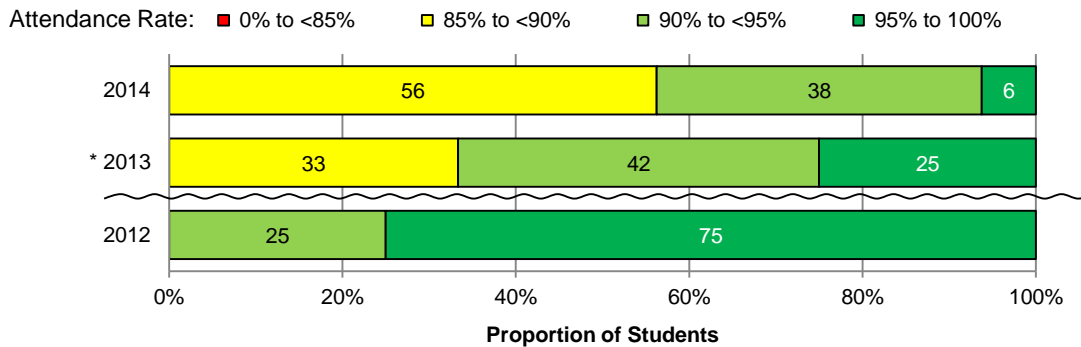
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	DW		DW	96%	DW		DW					
2013		DW	DW	90%	95%	DW						
2014	91%	90%	DW	DW	93%	90%	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 after 2012 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 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.

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Achievement – Closing the Gap

Indigenous Attendance at Mount Fox State School was significantly below that of our Non-Indigenous students.

Student attainment at Mount Fox State School was below State and National averages.