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| Postal address | MS 702 Ingham 4850 |
| Phone | (07) 4777 5124 |
| Fax | (07) 4777 5177 |
| Email | the.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 | Mrs Amanda Fletcher |

Principal's foreword

Introduction

This school report is for the 2012 calendar year and includes information about our school, the curriculum, the teaching staff and their professional development

School progress towards its goals in 2012

Key priorities for were 2012

- C2C implementation
- Reading
- Writing including spelling, grammar & punctuation
- Staff Capability Building

Progress toward these was:

Implementing Australian Curriculum in English, Maths and Science by adapting and adopting C2C units to meet the needs of the students.

There was an enhanced teacher focus on differentiation in Literacy and Numeracy.

Effective teaching practices shared through observation and feedback models.

Future outlook

In 2013, the curriculum focus has been on implementing the Australian Curriculum in English, Mathematics, Science and History. There will be a strong focus on the teaching of Reading. The school will continue to be involved with the Ingham Cluster of schools for sporting and academic activities. Staff will continue to access professional development which aligns with Education Queensland's core priorities, as well as Regional and school priorities, and to meet individual student needs.

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2012: **Prep - Year 7**

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 7 | 5 | 2 | 100% |
| 2011 | 8 | 6 | 2 | 100% |
| 2012 | 8 | 6 | 2 | 100% |

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

Characteristics of the student body:

Half of the student population live on large cattle stations. Their parents work or own the stations. The other half of the student population live on large rural blocks. The students are all from non-indigenous backgrounds.

Average Class sizes

| Phase | Average Class Size | | |
|-------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Prep – Year 3 | 6 | 6 | 2 |
| Year 4 – Year 10 | 1 | 2 | 6 |
| Year 11 – Year 12 | 0 | 0 | 0 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| 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

Mount Fox offers the required key learning areas – English, Mathematics, Science, The Arts, Health and Physical Education, SOSE, Technology, and LOTE.

Our distinctive curriculum offerings

Science – Reef Guardians

LOTE – Italian (teleconference from Ingham State School)

Extra curricula activities

Barnes cup – Interschool athletic carnival

School Camp to Hughenden to study fossils.

School campout – overnight at school.

Swimming lessons were offered in Ingham.

Under 8s Day.

'Smart Moves'

How Information and Communication Technologies are used to assist learning

The school has two interactive whiteboards for use in class. There are 7 pcs and 9 laptops for student use. The students use ICTs for mathematics, research, word processing and presentations.

Social climate

Mt Fox SS has a teaching Principal who is supported by a permanent part time teacher who teaches 2 days per week, and 2 teacher aides who work on alternate days. This ensures that there is always a minimum of 2 staff to cater for individual student learning needs. We have visits from our STL&N and the students participate in LOTE using ICTs.

Mt Fox SS is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experience and acquire values supportive of their lifelong wellbeing.

Parent, student and staff satisfaction with the school

Parents, Staff and Students are extremely satisfied with the school.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 [#] |
|---|-------------------|
| their child is getting a good education at school | 100.0% |
| this is a good school | 100.0% |
| their child likes being at this school* | 100.0% |
| their child feels safe at this school* | 100.0% |
| their child's learning needs are being met at this school* | 100.0% |
| their child is making good progress at this school* | 100.0% |
| teachers at this school expect their child to do his or her best* | 100.0% |

Performance of our students

| | |
|--|--------|
| teachers at this school provide their child with useful feedback about his or her school work* | 100.0% |
| teachers at this school motivate their child to learn* | 100.0% |
| teachers at this school treat students fairly* | 100.0% |
| they can talk to their child's teachers about their concerns* | 100.0% |
| this school works with them to support their child's learning* | 100.0% |
| this school takes parents' opinions seriously* | 100.0% |
| student behaviour is well managed at this school* | 100.0% |
| this school looks for ways to improve* | 100.0% |
| this school is well maintained* | 100.0% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 [#] |
|---|-------------------|
| they are getting a good education at school | 100.0% |
| they like being at their school* | 100.0% |
| they feel safe at their school* | 100.0% |
| their teachers motivate them to learn* | 100.0% |
| their teachers expect them to do their best* | 100.0% |
| their teachers provide them with useful feedback about their school work* | 100.0% |
| teachers treat students fairly at their school* | 100.0% |
| they can talk to their teachers about their concerns* | 100.0% |
| their school takes students' opinions seriously* | 100.0% |
| student behaviour is well managed at their school* | 100.0% |
| their school looks for ways to improve* | 100.0% |
| their school is well maintained* | 100.0% |
| their school gives them opportunities to do interesting things* | 100.0% |

Performance measure (Nationally agreed items shown*)

| Percentage of school staff who agree: | 2012 [#] |
|--|-------------------|
| that they have good access to quality professional development | 100.0% |
| with the individual staff morale items | 100.0% |

Performance of our students

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Although there is no P & C at Mt Fox, there is an open door policy where parents are always welcome to come and speak to the teaching staff and/or principal. Regular informal discussions are held with parents

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

During 2012, the already installed dual flush toilets and solar panels continued to reduce the school's environmental footprint. The school collects and recycles aluminium cans. The school also participated in the Reef Guardian project to enable students to learn about the environment.

The school exclusively uses bore water that runs through a UV filtration system. There is no access to town water.

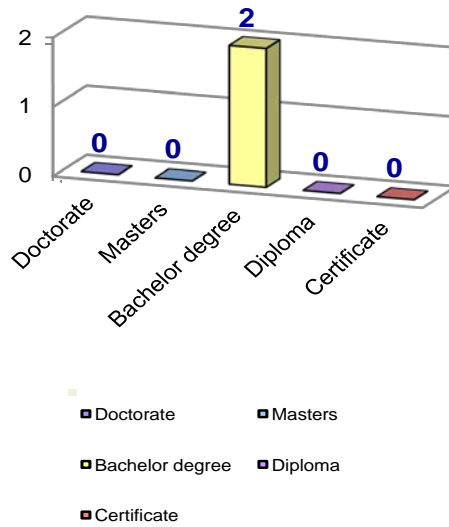
| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 17,734 | 0 |
| 2010-2011 | 10,773 | 0 |
| 2011-2012 | 15,939 | 0 |

Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 2 | 3 | 0 |
| Full-time equivalents | 1.4 | 1.3 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 0 |
| Bachelor degree | 2 |
| Diploma | 0 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$3241.

The major professional development initiatives are as follows:

Principal involved in professional capacity development for PLC, Regional Principals' Forum, First Aid. Implementation of Australian Curriculum and data analysis. Mandatory updates – code of conduct, student protection, asbestos training.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

| Average staff attendance | 2010 | 2011 | 2012 |
|--|-------|-------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97.3% | 99.3% | 100% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 28.6% of staff was retained by the school for the entire 2012 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.

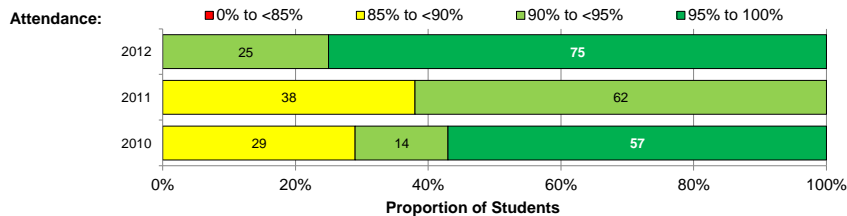
School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Due to the small number of students, the student achievement data has been withheld. All students who participated in the NAPLAN in 2012 were above minimum standards in Literacy and Numeracy.

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 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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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

N/A