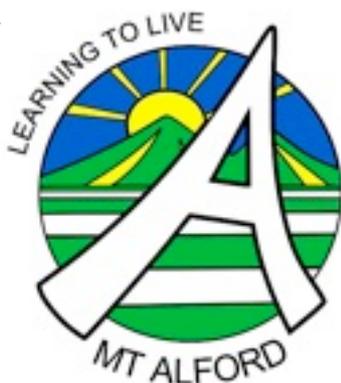


Mount Alford State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

This report is designed to provide a summary of the progress made at Mt Alford State School during 2013. It also contains information about what makes our school unique – the exciting and engaging teaching and learning, the multi-age learning environment, the 'family like' supportive learning environment and the dedication and commitment of all staff. The content of this document meets both the Queensland Government and Australian Government annual reporting requirements.

School progress towards its goals in 2013

Targeted intervention strategies took priority in 2013 particularly in the early years with all students comprehensively screened and our referral process being refined to streamline specialist contact to rule out any impediment to learning. Consultation continued to be encouraged and a whole staff approach resulted in the introduction of an effective pedagogy to meet the required learning at an individual level. Comprehensive research was conducted into the best pedagogical strategies and these were then collated to form the basis of our detailed pedagogical framework.

Our pedagogical framework was tightened to include an opportunity for best practice to be filmed and hyperlinked into the document.

Curriculum planning was enhanced by using a school unit plan template for Essential Learnings and OneSchool as our main point of operations for our Australian Curriculum planning. Teachers raised their capacity around understanding and implementing all the curriculum documents in the school.

Our school participated in the Teaching and Learning Audit achieving an Outstanding and High in all 8 domains.

A whole school approach to reading was a focus for the year. Staff participated in Professional Learning sessions with support staff from Regional Office. These strategies were then implemented into the classroom with regular data conversations included.

Cultural exposure was enhanced through the continued provision of experiences outside of the school environment. These included excursions to North Keppel Island for all students in Year 3-7.

Community participation in the school was also a priority. The school held regular parent open days and information evenings along with offering an 'open door policy' with all teachers.

Future outlook

Queensland State School Reporting

2012 School Annual Report



During 2014, Mt Alford State School will aim to achieve:

- Improvement in student performance in reading and spelling by building teacher capacity in these areas. Whole school programs will also be implemented with continued support being offered.
- Implementation and embedding of the Australian Curriculum utilising the Curriculum into the Classroom units and planning into daily teaching and learning to ensure consistency. Differentiation and higher order thinking along with digital pedagogy is a focus.
- Implementation of a NAPLAN strategy to ensure improvement in student data, which includes regular data collection and analysis and the development of all staff to read, interpret and act on data and the creation of up to date student data sets that inform learning.
- 5 week data cycles will be implemented
- Videoing teachers demonstrating best practice and recorded into the pedagogical framework
- continuing formal individual learning plans for all students with regular meetings with parents to update



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	63	34	29	94%
2012	60	30	30	93%
2013	59	31	28	85%

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

Characteristics of the student body:

Mt Alford's student body is mostly Australian born with less than 5% population of an ethnic parentage. Socio-economic circumstances spread across the spectrum, as does the family occupation composition. Our students are resident, as opposed to transient and approx. 30% enrolments travel from outside the school's small catchment area due to parental choice. The vast majority of students begin school with us and remain for the duration of their primary education whereupon they transition to the local high school.

Our special needs students form a small percentage of our student population. Where need exists, the services of an Advisory Visiting Teacher, Regional Office Staff, Guidance Officer and Support Teacher for Literacy and Numeracy are accessed.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	27	18	23
Year 4 – Year 7 Primary	11	20	13
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	3	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Our school at a glance

Cancellations of Enrolment	0	0	0
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Curriculum offerings

Our distinctive curriculum offerings

These include multi-age classes (Prep-1, Year 2-4 Year 5-7), Music, Physical Education, LOTE (German) Library, School Camp Programs and a Road Safety Program, including bicycle maintenance.

Extra curricula activities

Our students engage in student council; Days of Excellence; swimming lessons; excursions and incursions; Regional and District sports days; Small Schools' Sports Days; marching at ANZAC parades; Boonah Show; Curriculum Culmination Days; Higher Order Thinking Days; Under 8's Day; Leadership Games; Cooking Program – run by the school Chaplain; Year 7 Graduation and School Discos/Sleepovers.

How Information and Communication Technologies are used to assist learning

Mt Alford has 20 classroom computers, which are internet connected and used daily by students in all classes. Each classroom is equipped with a Smartboard that is used regularly to enhance teaching delivery.

Our school also set up an e-learning HUB in the library. This facility has given staff the opportunities to use digital pedagogy to a high level. Interactive classrooms and edstudios were also utilised.

Students in years 5 and 7 participated in Project 600 – reading.

All students participate in focused ICT lessons following the ICT skills Scope and Sequence. Senior year levels submit assignments via email and participate in web conferencing.

Social climate

In 2013, Mt Alford had a several new staff members join the team – a new STLAN and Admin Teacher.

Mt Alford continued the services of a School Chaplain. A Responsible Behaviour Plan was revised and implemented. The School Opinion Survey results showed a remarkable improvement with parent and staff satisfaction in the school from previous years.

The school has a high level of P&C involvement. Parents feel welcome in a place where teachers work hard to foster positive relationships.

Teachers are happy at this school as evidenced by the Staff Opinion Survey results.

Parent, student and staff satisfaction with the school

Both parents and staff showed increased satisfaction with the school from previous years. There have been improvements in all areas of our Parent and Staff Opinion Survey from 2012. 100% of parents believe that this is a good school. Every parent response has increased from previous years.

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)	89%	92%
this is a good school (S2035)	93%	100%
their child likes being at this school* (S2001)	93%	96%

Our school at a glance

their child feels safe at this school* (S2002)	96%	100%
their child's learning needs are being met at this school* (S2003)	86%	88%
their child is making good progress at this school* (S2004)	89%	92%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%
teachers at this school motivate their child to learn* (S2007)	93%	92%
teachers at this school treat students fairly* (S2008)	93%	100%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%
this school works with them to support their child's learning* (S2010)	89%	96%
this school takes parents' opinions seriously* (S2011)	89%	92%
student behaviour is well managed at this school* (S2012)	96%	96%
this school looks for ways to improve* (S2013)	100%	92%
this school is well maintained* (S2014)	96%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	82%	94%
they like being at their school* (S2036)	77%	94%
they feel safe at their school* (S2037)	90%	88%
their teachers motivate them to learn* (S2038)	95%	100%
their teachers expect them to do their best* (S2039)	91%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	100%
teachers treat students fairly at their school* (S2041)	62%	94%
they can talk to their teachers about their concerns* (S2042)	77%	94%
their school takes students' opinions seriously* (S2043)	86%	100%
student behaviour is well managed at their school* (S2044)	82%	82%
their school looks for ways to improve* (S2045)	86%	100%
their school is well maintained* (S2046)	86%	100%
their school gives them opportunities to do interesting things* (S2047)	82%	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%

Our school at a glance

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)	91%
staff are well supported at their school (S2075)	100%
their school takes staff opinions seriously (S2076)	91%
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

Parents are encouraged to participate in the education of the child through the open door policy of the school. They assist in the classroom, engage in physical activity with the students and are invited into the school to be audience members during presentations. Social family fun days strengthen participation and communication. Newsletters are produced weekly to keep parents informed of the initiatives being implemented and feedback is requested on a regular basis.

Parents are actively involved in the community vegetable garden ensuring that crops are grown and shared. They commit to transporting children to off campus events including sports days and Days of Excellence. Parent volunteers also feature heavily in the school through the tuckshop, classroom involvement and out of school activities. Parents accompanied us to the North Keppel Island camp.

Reducing the school's environmental footprint

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

Our ecological footprint is being reduced through the education of the pupils on a daily basis. The operational procedures at the school have been modified to include energy efficient practices such as mulching to slow evaporation. A vegetable garden has been revamped to provide an example of composting and effective practices in water conversation. Composting is serious at Mt Alford and is carefully monitored by the students. Additional practices that have been adopted to include; the shutdown of electrical and electronic devices when they are not in use and the management of the air conditioning and heating within the school. The installation of solar power and more efficient fluorescent tubes have installed to decrease our environmental footprint.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	9,144	721
2011-2012	38,720	694
2012-2013	28,349	352

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.

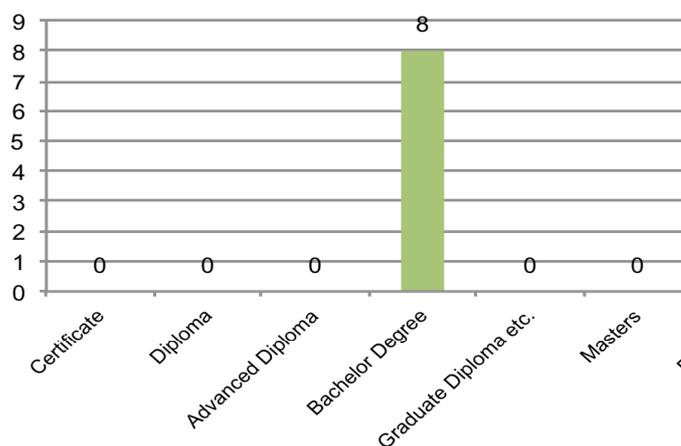
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	8	6	0
Full-time equivalents	4	3	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	8



* 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 2013 were \$.

The total funds expended on teacher professional development in 2012 were \$15 000.

The major professional development initiatives are as follows:

- OneSchool training

Our staff profile

- Differentiation
- Digital Pedagogy
- Planning templates
- Whole school reading initiatives
- Australian Curriculum implementation
- Personal Learning Goals
- LOTE digital pedagogy
- Supporting learning needs
- Reading support

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

The major professional development initiatives are as follows:

- Reading

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.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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.

Our staff profile

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%	91%	92%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

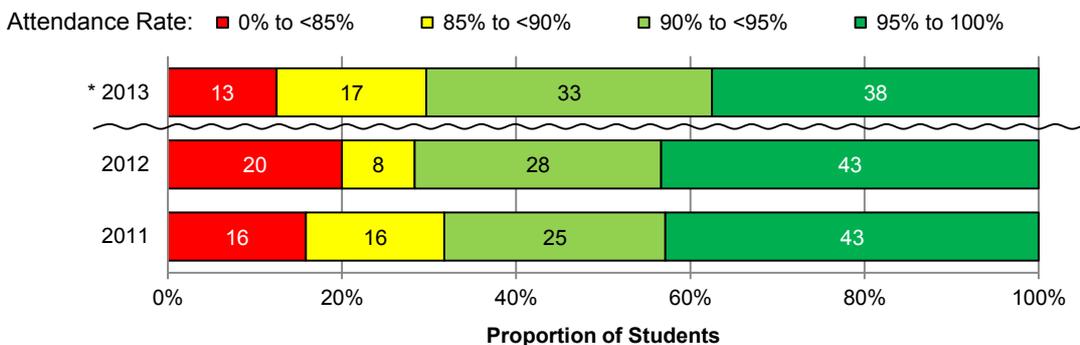
Student attendance rate for each year level (shown as a percentage)

	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	93%	94%	96%	97%	90%	94%	92%					
2012	85%	92%	96%	95%	90%	92%	93%					
2013	89%	91%	92%	94%	93%	95%	92%					

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

Performance of our students

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.

Roll marking is carried out twice daily and absences are recorded along with late arrivals and early departures.

Incoming phone messages and personal contacts are recorded on message pads and are given to the teachers to place in the roll. Unexplained absences are followed up via phone call or message home that must be signed and returned.

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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Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

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

Due to the small amount of indigenous students, data has not been reported as it would serve to identify individual students.
