

Mount Alford State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

This report is designed to provide a summary of the progress made at Mount Alford State School during 2015. It also contains information about what makes our school unique – the exciting and engaging teaching and learning, the multi-age and supportive learning environment, and the dedication and commitment of all staff.

School progress towards its goals in 2015

A whole school approach to reading was a focus for the year and included research around best practice. A district Head of Curriculum was employed to construct and implement a comprehensive and research based reading framework into the school. The reading framework has been implemented into Mount Alford State School literacy sessions. 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.

Our school held regular data meetings with teaching staff to maintain clear communication in the school based on individual student needs.

Targeted intervention strategies took priority in 2015 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.

Future outlook

Mount Alford State School priorities for 2016 were derived from staff, parents, students and community members at various meetings, looking at school and student data from state/internal testing and survey results. From these meetings key areas were developed for our Annual Implementation Plan:

School Improvement Agenda

- Refine Reading Framework - increase number of students in Year 3 NAPLAN below NMS reading from 33% 2015 to 100% being above NMS 2016

- Improve Numeracy - increase the number of students in Year 3 NAPLAN U2B numeracy from 33% 2015 to above 80% 2016
- Create a Positive School Culture – improve attendance, extra curriculum programs, implement Kids Matters & Friends program

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	59	31	28	1	85%
2014	62	31	31	4	98%
2015	62	31	31	4	87%

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 2015, 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:

Mount Alford's student body is mostly Australian born with less than 3% 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 approximately 20% 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.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	20	20
Year 4 – Year 7 Primary	13	18	10
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	1	0	1
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.

Curriculum delivery

Our approach to curriculum delivery

These include multi-age classes (Prep-1-2, Year 3-4 and Year 5-6), Music, Physical Education, LOTE (German) Library, Visual Arts, Kidpreneur, School Camp Programs and a Road Safety Program. Mount Alford has a strong partnership with our local school Chaplain.

Extra curricula activities

Our students engage in student council; Days of Excellence at Boonah State High; swimming lessons; excursions and incursions; Regional and District sports days; marching at ANZAC parades; Boonah Show; Curriculum Culmination Days; Under 8's Day; Writing Conferences, Cluster School Public Speaking, Leadership Games and Cooking Program – run by our school Chaplain.

How Information and Communication Technologies are used to improve learning

Mount Alford has 20 classroom computers and laptops, which are internet connected and used daily by students in all classes. The Prep-One-Two and Year 3 and 4 classrooms are equipped with Smartboards that is used regularly to enhance teaching delivery. Students also have access to Reading Eggs, Spelling City, Mathletics, web searches, maths activities online, typing skills as well as comprehensive use of digital and video cameras.

Social Climate

Mount Alford State School has a supportive, family atmosphere that is community based. It has assistance and persistence as foundations with co-operation, consideration and common sense as our values focus. The enthusiastic students are keen to be busy and are often here with their parents after school. Parents communicate with staff on a regular basis when bringing or collecting their child. We implement the Friends for Life program which focuses on building resilient students that have a bank of strategies to call on when faced with difficult situations.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	92%	89%	67%
this is a good school (S2035)	100%	89%	100%
their child likes being at this school (S2001)	96%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	88%	78%	67%
their child is making good progress at this school (S2004)	92%	89%	67%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	83%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	67%
teachers at this school motivate their child to learn (S2007)	92%	89%	67%
teachers at this school treat students fairly (S2008)	100%	89%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	96%	89%	67%
this school takes parents' opinions seriously (S2011)	92%	78%	100%
student behaviour is well managed at this school (S2012)	96%	78%	100%
this school looks for ways to improve (S2013)	92%	100%	83%
this school is well maintained (S2014)	100%	100%	83%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	93%	77%
they like being at their school (S2036)	94%	100%	68%
they feel safe at their school (S2037)	88%	100%	100%
their teachers motivate them to learn (S2038)	100%	96%	68%
their teachers expect them to do their best (S2039)	100%	100%	86%
their teachers provide them with useful feedback about their school work (S2040)	100%	100%	86%
teachers treat students fairly at their school (S2041)	94%	82%	73%
they can talk to their teachers about their concerns (S2042)	94%	89%	64%
their school takes students' opinions seriously (S2043)	100%	89%	68%
student behaviour is well managed at their school (S2044)	82%	92%	73%
their school looks for ways to improve (S2045)	100%	96%	91%
their school is well maintained (S2046)	100%	100%	86%
their school gives them opportunities to do interesting things (S2047)	100%	93%	82%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	83%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	93%
student behaviour is well managed at their school (S2074)	91%	85%	93%
staff are well supported at their school (S2075)	100%	92%	87%
their school takes staff opinions seriously (S2076)	91%	100%	87%
their school looks for ways to improve (S2077)	100%	100%	93%
their school is well maintained (S2078)	100%	92%	87%
their school gives them opportunities to do interesting things (S2079)	100%	100%	87%

'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

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 fortnightly 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.

Reducing the school's environmental footprint

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 conservation. 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 more efficient fluorescent tubes have installed to decrease our environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	28,349	352
2013-2014	23,476	287
2014-2015	12,068	61

*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.

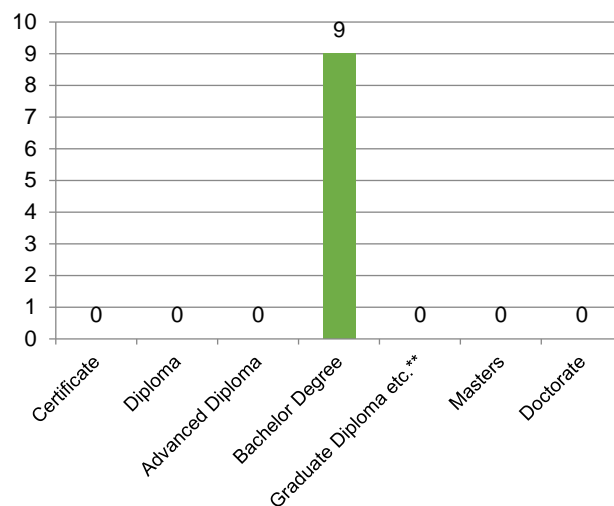
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	9	9	0
Full-time equivalents	4	4	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	9
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	9



*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 2015 were \$15,325.

The major professional development initiatives in 2015 are as follows:

- Explicit Teaching Instruction
- Early Years Conference
- Whole school reading initiatives
- Australian Curriculum implementation
- Personal Learning Goals
- Music Teaching Communities
- Supporting learning needs
- Reading support
- Jolly Phonics
- Beginning Teachers' Workshops

- Play is the Way

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 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

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	93%	89%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

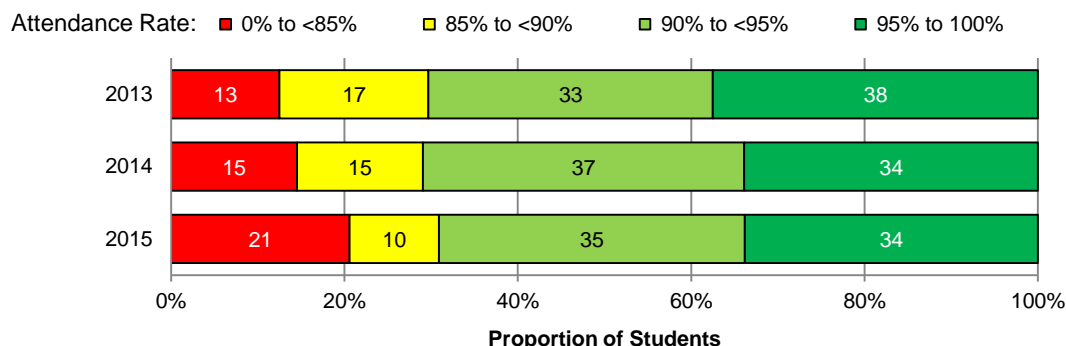
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	89%	91%	92%	94%	93%	95%	92%					
2014	92%	90%	92%	90%	91%	95%	87%	96%					
2015	90%	91%	93%	92%	89%	91%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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

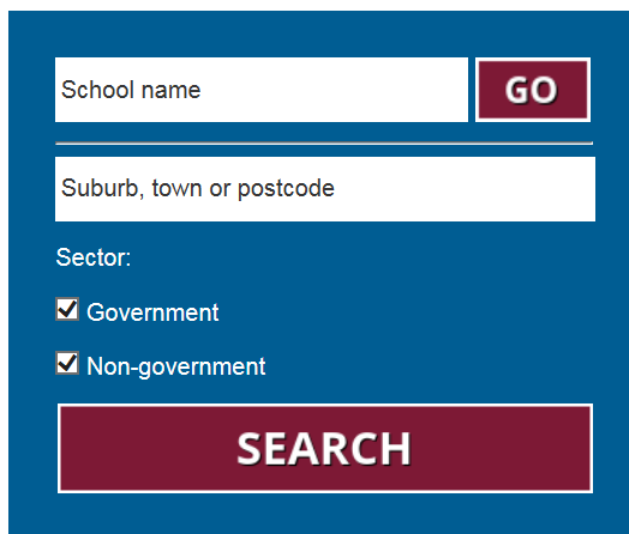
Incoming phone messages and personal contacts are recorded on message pads and are emailed to the teachers to update the roll. Unexplained absences are followed up via phone call or message home that must be signed and returned.

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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says '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.