

Mount Alford State School

Queensland State School Reporting

2014 School Annual Report



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| Postal address | 942 Reckumpilla Street Mount Alford 4310 |
| Phone | (07) 5469 4333 |
| Fax | (07) 5463 0117 |
| Email | the.principal@mtalfordss.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 | Miss Angela Doyle |

Principal's foreword

Introduction

This report is designed to provide a summary of the progress made at Mt Alford State School during 2014. 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 2014

Targeted intervention strategies took priority in 2014 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 enacted and included opportunities for best practice to be filmed and hyperlinked into the document. Australian 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 enacted the suggestions outlined in the 2013 Teaching and Learning Audit to cement our achievement of an Outstanding and High in all 8 domains.

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 program into the school. Staff participated in over 40 hours of Professional Learning throughout the year. Our school held regular data meetings with teaching staff to maintain clear communication in the school based on individual student needs.

Cultural exposure was enhanced through the continued provision of experiences outside of the school environment. These included Active After School Communities, Daniel Morcombe Child Safety visit, Year 5,6,7 camp, attending band performances, participating in choir performances and excursions.

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

Future outlook

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

- 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.
- A clear and explicit transition program for all new staff
- Implementation and embedding of the Australian Curriculum utilising the Curriculum into the Classroom resource and planning into daily teaching and learning to ensure consistency. Differentiation and higher order thinking along with digital pedagogy is a focus.

- Implementation of an explicit NAPLAN strategy to ensure improvement in student data, which includes regular data collection and analysis and the development of staff data literacy so that all staff who work with students can read, interpret and act on data and create up to date student data sets that inform learning.
- 5 week data cycles will be continued
- 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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 60 | 30 | 30 | 93% |
| 2013 | 59 | 31 | 28 | 85% |
| 2014 | 62 | 31 | 31 | 98% |

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% of 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 | | |
|----------------------------|--------------------|------|------|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | 18 | 23 | 20 |
| Year 4 – Year 7 Primary | 20 | 13 | 18 |
| 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 | 3 | 1 | 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

These include multi-age classes (Prep-2, Year 3-4 Year 5-7), Music, Physical Education, LOTE (German) Library, School Camp Programs and a Road Safety Program, including bicycle maintenance. Mt Alford also has a strong partnership with our Chaplain.

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; 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 and Sleepovers.

How Information and Communication Technologies are used to assist learning

Mt Alford has 30 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. There is a computer ratio of 1:2.

Our school also utilises 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 are also utilised.

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. All classroom teachers were given Apple TV and an iPad mini to support their pedagogical practices.

Social Climate

In 2014, Mt Alford had a several new staff members join the team – a new Music teacher / Admin Teacher and a Prep – Year 2 teacher.

Mt Alford continued the services of a School Chaplain. A Responsible Behaviour Plan was strongly implemented in the community. The School Opinion Survey results showed a remarkable improvement 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.

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) | 89% | 92% | 89% |
| this is a good school (S2035) | 93% | 100% | 89% |
| their child likes being at this school* (S2001) | 93% | 96% | 100% |
| their child feels safe at this school* (S2002) | 96% | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 86% | 88% | 78% |
| their child is making good progress at this school* (S2004) | 89% | 92% | 89% |
| teachers at this school expect their child to do his or her best* (S2005) | 93% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 93% | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007) | 93% | 92% | 89% |
| teachers at this school treat students fairly* (S2008) | 93% | 100% | 89% |
| they can talk to their child's teachers about their concerns* (S2009) | 89% | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 89% | 96% | 89% |
| this school takes parents' opinions seriously* (S2011) | 89% | 92% | 78% |
| student behaviour is well managed at this school* (S2012) | 96% | 96% | 78% |
| this school looks for ways to improve* (S2013) | 100% | 92% | 100% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2012 | 2013 | 2014 |
| this school is well maintained* (S2014) | 96% | 100% | 100% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 82% | 94% | 93% |
| they like being at their school* (S2036) | 77% | 94% | 100% |
| they feel safe at their school* (S2037) | 90% | 88% | 100% |
| their teachers motivate them to learn* (S2038) | 95% | 100% | 96% |
| their teachers expect them to do their best* (S2039) | 91% | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 95% | 100% | 100% |
| teachers treat students fairly at their school* (S2041) | 62% | 94% | 82% |
| they can talk to their teachers about their concerns* (S2042) | 77% | 94% | 89% |
| their school takes students' opinions seriously* (S2043) | 86% | 100% | 89% |
| student behaviour is well managed at their school* (S2044) | 82% | 82% | 92% |
| their school looks for ways to improve* (S2045) | 86% | 100% | 96% |
| their school is well maintained* (S2046) | 86% | 100% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 82% | 100% | 93% |

| 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% |
| students are treated fairly at their school (S2073) | | 100% | 100% |
| student behaviour is well managed at their school (S2074) | | 91% | 85% |
| staff are well supported at their school (S2075) | | 100% | 92% |
| their school takes staff opinions seriously (S2076) | | 91% | 100% |
| their school looks for ways to improve (S2077) | | 100% | 100% |
| their school is well maintained (S2078) | | 100% | 92% |
| 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

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 at all times. Social family fun days strengthen participation and communication within our school community. Newsletters are produced fortnightly to keep parents informed of the initiatives being implemented and are uploaded to our school website. 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 such as Active After School Communities.

Reducing the school's environmental footprint

Our ecological footprint is being reduced through the education of the pupils on a daily basis through classroom curriculum and incidental opportunities. 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. Composting is serious at Mt Alford and is carefully monitored by the students. Additional practices that have been adopted 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.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2011-2012 | 38,720 | 694 |
| 2012-2013 | 28,349 | 352 |
| 2013-2014 | 23,476 | 287 |

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.

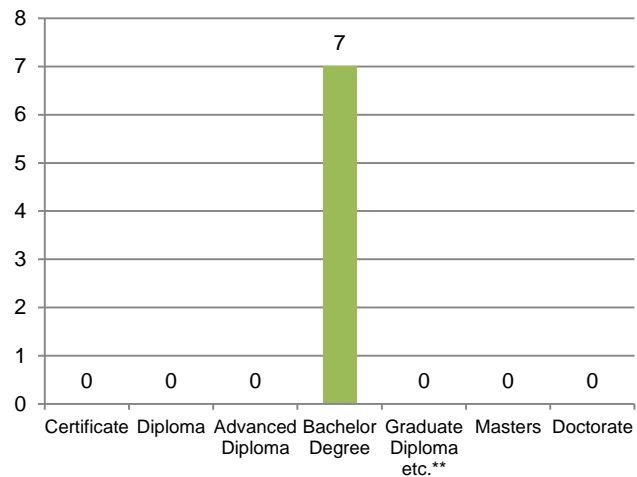
Our staff profile

Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 7 | 7 | 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 | 7 |
| Graduate Diploma etc.** | 0 |
| Masters | 0 |
| Doctorate | 0 |
| Total | 7 |



*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 was \$15 000

The major professional development initiatives are as follows:

- Differentiation
- Digital Pedagogy
- Planning templates
- Whole school reading initiatives
- Australian Curriculum implementation
- Personal Learning Goals
- Music Teaching Communities
- Supporting learning needs
- Reading support
- Complex Case

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

The major professional development initiatives are as follows:

- Reading
- Writing
- Complex Cases

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. | 97% | 97% | 97% |

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). | 91% | 92% | 92% |

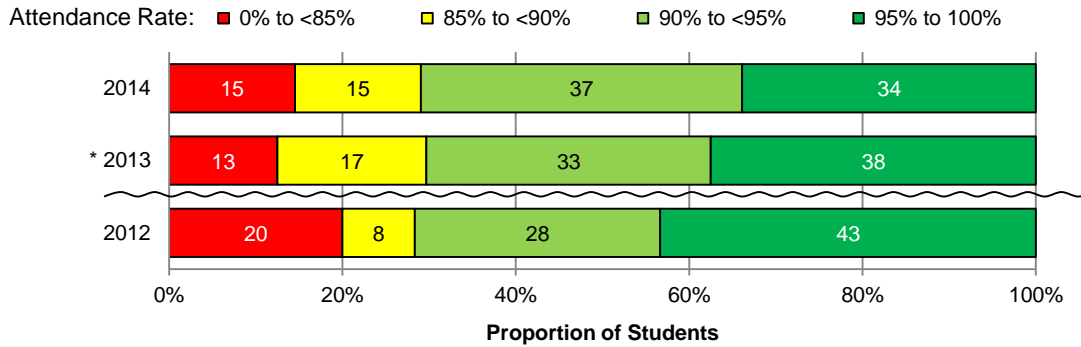
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

| 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 |
| 2012 | 85% | 92% | 96% | 95% | 90% | 92% | 93% |
| 2013 | 89% | 91% | 92% | 94% | 93% | 95% | 92% |
| 2014 | 90% | 92% | 90% | 91% | 95% | 87% | 96% |

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.

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.

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 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.

