


Mt Larcom State School & Secondary Department

2008 School Annual Report

	PO Address	Mt Larcom State School & Secondary Department Raglan Street, Mount Larcom, QLD 4695
	Phone	(07) 4975 1153
	Fax	(07) 4975 1211
	Email	the.principal@mtlarcomss.eq.edu.au
	Website	http://mtlarcomss.eq.edu.au/wcmss/?
	Acting Principal	Mr Terry Rudder

Principal's foreword

Introduction

2008 was a year in which Mt Larcom took the opportunity to consolidate much of the work done around behaviour management and school image. The school completed its Bullying Prevention Strategy and implemented its Responsible Behaviour Plan – key elements in supporting student learning outcomes. The school also invested considerable effort in restoring student pride in the uniform, thereby influencing public perception that this is a 'good school'. School ICT infrastructure received a considerable boost through the National Secondary Schools Computer Funding and will continue to support 21st Century Learning for our students.

Future outlook

Challenges moving forward include developing a responsive curriculum that supports student learning as they transition through the school from Early Years (Prep) to Senior (Year 10). The school acknowledges its responsibility for the continued learning success of its students. To this end, 2009 will see students transition Year 10 to Year 11 as a high priority. Networks will be developed with Gladstone secondary schools and other off-site campuses to ensure that students are appropriately supported in their continuing learning journey. Student reading is also a top priority across the school and considerable investment will be made in resourcing both reading resources and building staff capacity in the teaching of reading.

School Profile

Total student enrolments for this school	100
Year levels offered	Prep to Year 10
	Coeducational

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

The school is following a QCAR approach to curriculum based on the Essential Learnings. The school has a Curriculum Plan, a Literacy Plan and a Numeracy Plan.

The following secondary offerings have been expanded based on the KLA's (Key Learning Areas): English, Mathematics, Science, Studies of Society & the Environment (SOSE), Health & Physical Education (HPE), The Arts, LOTE and Technology.

The school also offers units to prepare students for the senior phase of learning such as: Aviation Studies, Graphics, Business Studies and Home Economics/ Hospitality.

We also offer a broad range of extension units for primary students, including ICT's, Manual Arts, Home Economics and LOTE.

Extra curricula activities:

Work experience & industry blue card training involving site-based vocational learning.

TAFE courses, including Certificates I & II in Engineering and Certificates I & II in Business

Sporting and cultural activities shared with other rural schools, usually on a term by term basis.

How computers are used to assist learning:

An Information Communication Technologies Agreement has been developed to address a range of issues and targets which have been identified. The school invested heavily throughout 2008 using a combination of National Secondary Schools Computer Funds and P&C donations in the provision of new technologies and infrastructure allowing greater student access to ICT's. Students across the school (P-10) receive weekly training in ICT applications and keyboarding skills that can enhance learning when applied to other classroom curricula.

Social climate

A key feature of Mt Larcom State School is that all staff interact with students from P-10.

Additionally, the school has the following school staffing in place to support student welfare:

School Based Youth Health Nurse (0.1)

Guidance Officer (0.1)

Chaplain (0.2)

These staff coordinate and facilitate a range of pastoral care activities for students and staff.

Examples include Shine (Year 8), True Colours (Year 9), Virtual Babies (Year 10), Protective Behaviours (Year 5-7) and You Can Do It (P-10).

The priority placed on responsible behaviours in 2008 can be identified as having significantly changed student perceptions that they are 'safe at this school' in both Primary (2.73 in 2007 to 2.90 in 2008) and Secondary (2.49 in 2007 to 3.13 in 2008) sectors. This was echoed by parent data that their child 'is safe at this school' (3.10 in 2008 against State 3.00 and Like Schools 2.81). Parent feedback also placed 'student discipline' well ahead of State and Like Schools (2.76 in 2008 against State 2.66 and Like Schools 2.30).

Involving parents in their child's education.

A weekly newsletter keeps all families and the community well informed of school activities.

A small, dedicated group of parents are members of the P&C Association and operate the tuckshop and take part in other fundraising activities.

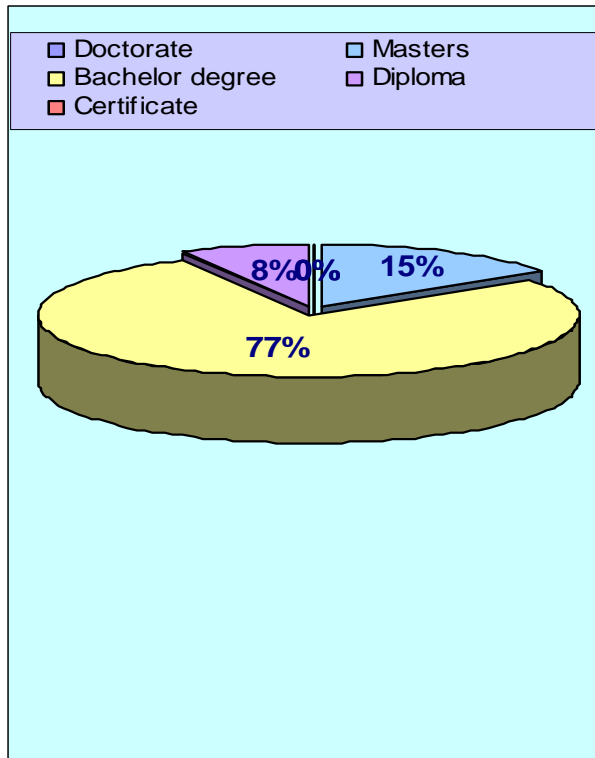
Community volunteers and parents are actively encouraged to be involved in our school.

Reading programs, mathematics mentors, coaches for sporting teams, referees, drivers and visitors for hospitality and culminating activities are all encouraged and welcomed in our school.

Our staff profile

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	10
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 were \$6,076.

The major professional development initiatives (not in priority order) were as follows:

Industry Blue Card Training; Prep Training for teachers and teacher aides; Literacy – the Key to Learning; Administrators' Training Days; Assessment and Reporting (QCAR) Framework; ICT's in Curriculum; AustSwim Training; Gifted Education Mentor Training; Middle Years of Schooling; Senior First Aid and CPR re-certification; The Game Factory; You Can Do It Program; QSA review panel; Purchasing Policy and Budget training; Various Mental Health Workshops; WH&S Officer re-certification

The involvement of the teaching staff in professional development activities during 2008 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 72% of the staff was retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 91%.

Key outcomes

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.

Domain	Measures		Yr 3	Yr 5	Yr 7	Yr 9
Reading	Average score for the school		393	421	520	551
	Average score for Queensland		371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard.	2008	86%	60%	100%	91%
Writing	Average score for the school		413	437	519	489
	Average score for Queensland		391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard.	2008	86%	56%	83%	60%
Spelling	Average score for the school		360	450	526	559
	Average score for Queensland		366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard.	2008	86%	80%	100%	60%
Grammar and Punctuation	Average score for the school		391	474	495	557
	Average score for Queensland		370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard.	2008	86%	80%	75%	80%
Numeracy	Average score for the school		466	472	608	567
	Average score for Queensland		367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard.	2008	86%	100%	100%	90%

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	40%
Writing	80%
Number	60%

Performance of our students

Value added

- Primary and Secondary staff members work as a team across both sectors creating a strong and cohesive focus on middle schooling programs and student transition.
- Students are individually monitored and assessed to ensure that personal learning needs are met and individual learning outcomes are enhanced. Some students receive regular support and some intermittently, based on their needs.
- Primary students are mentored by high school students developing unique leadership skills for all. This translates in improved transition within the school and across school sites.
- As a small rural school we take all available networking opportunities with other schools in the local area and throughout the Gladstone region, particularly those to which our students transition at the end of Year 10. This micro-focus on student learning through to Year 11 and 12 improves student transition and supports improved Senior outcomes.
- We take advantage of special TAFE opportunities in Year 10 as we can utilize the bus service which exists to transport students to Gladstone school for Years 11 and 12. This engages students with aspects of the Senior Phase of learning and provides 'job ready' vocational pathways.

Parent, student and teacher satisfaction with the school

- In 2008, 90% of primary students surveyed were satisfied with what they were learning.
- 90% of primary students identified that their teacher helps them to do their best.
- 95% of primary students stated that their teacher clearly explains what to do in their school work.
- Over 87% of secondary students were satisfied with the computer technology skills learnt at this school.
- Over 79% of parents were satisfied with their opportunities to participate in school decision making
- Over 86% of parents stated that they were satisfied about the usefulness of what their child is learning.
- 100% of staff indicated that they were encouraged to take responsibility for their own work.
- Over 93% of staff agreed they get the support within the school they need to do their job.
- Over 89% of staff felt their contributions to this school were valued.