



Mount Larcom State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Mount Larcom State School and Secondary Department is a caring, friendly and supportive learning environment where there is a strong culture of respect. Students and staff continually demonstrate our strong culture of respect for ourselves others and our school environment. Our students across both sectors consistently engage in various forms of leadership. Mount Larcom State School and Secondary Department consistently strives to provide a rich and challenging experience for all students whilst valuing the potential of every student as a capable learner. We model and develop positive attitudes and behaviours for self, others and the environment; learn how to learn; learn to know how to adapt to change and develop resourcefulness and resilience and to set goals and achieve them. Mount Larcom is a recognized School of Excellence for Agriculture and have developed strong pathways for our students.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Mount Larcom State School and Secondary Department's Annual Implementation Plan for 2016 identified several key priorities as a focus:

In 2016 we:

- Further developed productive partnerships with students, staff, parents and the community. We consistently reviewed and extended our communication process to include a more comprehensive and informative newsletter; regular phone calls to parents and caregivers; we extended our newsletter clientele; we further developed a roster for newsletter articles; updated our webpage and Facebook pages; succinct use of diaries and communication books and the hosting of information forums and events for parents and community.
- Embedded our Junior Secondary transition program; prep taster day; interschool cluster days; community days; whole cluster sports/science/under 8 days; Cubs Club and Playgroup
- Developed a Buddy Program where teachers organise times to focus and plan lessons reflecting on professional development or issues that they wish to refine. Teachers often video their lessons and buddy up to reflect.
- Further developed and consolidated an explicit agenda around literacy with a central focus on Reading.

- Embedded Seven Steps to Writing across whole of school.
- Adapted C2C assessment and backwards plan all units using ACARA.
- Provided extensive professional development opportunities for staff.
- Embedded a sound, consistent pedagogical practise throughout the school via Explicit Instruction
- Work closely with specialists around reading and writing.
- Tracked and monitored progress every 5 weeks.
- Gave opportunities for our staff to interact with our Collegial Coach.
- Trained two staff members to be mentors and established a timetable so that they could interact with staff.
- Extended Agriculture Studies and Careers Program

Future Outlook

At Mount Larcom State School and Secondary Department we will continue to develop an environment of honesty, respect, responsibility and success. The priorities for the School Implementation Plan for 2017 are:

- Further develop strong partnership with the community via Farmer's Markets and community events
- Develop a consistent whole school pedagogical philosophy and approach to writing
- Further embed Seven Steps to writing
- Develop a consistent whole school Pedagogical Framework
- Review, revise and consolidate a whole school pedagogical philosophy and approach to reading
- Embed Primary Connections Science in Primary
- Enhance our teacher Buddy, peer reviewing and mentoring program
- Develop a strand of Agriculture to include the use of technology
- Develop a program where our electives fall under major and minor subjects
- Further develop a strong ICT/technology program
- Embed our Careers program for secondary students and develop distinct pathways

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	61	21	40	10	78%
2015*	63	29	34	10	90%
2016	55	28	27	4	92%

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 2016, 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

Overview

Mount Larcom State School and Secondary Department has approximately 70 students spread evenly between the Primary and Secondary sectors. Our students transition into secondary from Ambrose, Yarwun and Calliope. Our Prep students primarily transition from our Cubs Club and playgroup. Whilst our secondary students predominantly transition into Gladstone State High for Year 11 and 12 there are also strong pathways for our secondary students to transition to traineeships, apprenticeships or to Emerald Agriculture College.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	13	15	10
Year 4 – Year 7	8	15	10
Year 8 – Year 10	9	8	9
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Primary – All Key Learning Areas (KLA's)
- Primary Agriculture Studies
- Secondary – All KLA's, Agriculture Studies, Careers, The Arts, Graphics, Music, Business, Extension ICT's, Home Economics, Manual Arts, Engineering and Furnishings
- GRIP Leadership Program
- LOTE- German – Primary and Secondary – Year 5-7
- Music – Primary and Secondary

- You Can Do It and Champion Programs
- Prep, Year 7 and Year 10 transition program
- Junior Secondary Program
- Literacy and Numeracy support programs
- School Wide Positive Behaviour Support Program
- Inter-school sports program

Co-curricular Activities

- Sustainability Club
 - Student Council in both Primary and Secondary
 - Whole School Primary Choir
 - Secondary Choir
 - Speech Choir
 - School Excursion Program – Prep to Year 10
 - Grandparents Day
 - Film Festival
 - Lunch Time Arts
 - Swimming Program Prep-Year 10
 - Dance Fever
 - Eisteddfod Performances in singing and verse speaking
 - Book club
 - Primary Interschool sports competitions – soccer, touch football etc.
 - School excursion and camping program for Prep to Year 10
 - Morning Sports
 - Tournament of Minds
 - Work Experience and Construction Industry white card training involving site-based vocational training for all students 14 years of age and over.
 - Playgroup
-
- Cubs Club

How Information and Communication Technologies are used to Assist Learning

There are sufficient computers for students to access in class time. Students across the school (P-10) are consistently engaged with technology. ICT's is offered as an elective for Year 7 and 8 and Extension ICT's is offered to Year 9 and 10.

Social Climate

Overview

At Mount Larcom our Primary Department runs separately to our Secondary Department which means that we have two parades, two sets of leaders, two Student Councils and leadership groups. Staff members, however have several opportunities to interact with all students. Additionally, the school has the following school staffing placed to support student welfare:

School – based Youth Health Nurse – one day per fortnight

Guidance Officer – Half a day per week

Chaplain – three days a week

SEP – two days a week

These staff members in conjunction with our leadership team co-ordinate and facilitate a range of pastoral care activities for students and staff. Examples include: Core of Life, Headspace, Branch Out, Man Up and Love Bites.

Throughout 2016 Champion points recognition scheme acknowledged positive student behaviours in the Secondary Department and the You Can Do It program was used in the Primary Department.

Procedures for Preventing and Responding to Incidents of Bullying (Including Cyber Bullying)

Responding to Bullying:

Mount Larcom State School and Secondary Department strives to create positive, predictable environments for all students at all times of the day.

There is no place for bullying at Mt Larcom State School and Secondary Department. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students to be successful.

Bullying is different from conflict. One-off incidents such as inappropriate comments, arguments and fights are dealt with in the school situation but do not necessarily constitute bullying as such. Staff members are aware that bullying may have an element of threat, can continue over time and is often hidden from teachers and adults. Since bullying is likely to continue until the victim, peers or adults take suitable action, students are educated to speak up if they feel bullied.

Bullying behaviours that will not be tolerated at Mt Larcom State School and Secondary Department include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- Race, religion or culture
- Disability
- Appearance or health conditions
- Sexual orientation
- Sexist or sexual language
- Young carers or children in care

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide positive behaviour support practices will be maintained at all times. This will ensure that:

Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing bullying behaviour.

All students know the four school rules and have been taught the expected behaviours attached to each rule in all areas of the school.

All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.

All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.

A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that playground and bus duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

Mt Larcom State School and Secondary Department uses behavioural data for decision-making. This data is entered into our database on a needs basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments and to identify specific bullying behaviours that may need to be revisited or revised in the instruction process.

If bullying occurs Mount Larcom has a process in place that student and staff are all aware of - this can lead to referral to teacher, solution centre, behaviour contract or principal intervention dependent on the level and/ or effect of the bullying. If bullying continues this will lead to parents being contacted and referral to any of our specialist e.g. Guidance Officer, Behavioural Team.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	100%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child likes being at this school* (S2001)	100%	DW	100%
their child feels safe at this school* (S2002)	100%	DW	100%
their child's learning needs are being met at this school* (S2003)	100%	DW	100%
their child is making good progress at this school* (S2004)	100%	DW	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
teachers at this school treat students fairly* (S2008)	67%	DW	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
this school works with them to support their child's learning* (S2010)	100%	DW	100%
this school takes parents' opinions seriously* (S2011)	67%	DW	75%
student behaviour is well managed at this school* (S2012)	100%	DW	100%
this school looks for ways to improve* (S2013)	67%	DW	100%
this school is well maintained* (S2014)	100%	DW	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	87%	100%	100%
they like being at their school* (S2036)	87%	95%	100%
they feel safe at their school* (S2037)	87%	92%	94%
their teachers motivate them to learn* (S2038)	93%	100%	100%
their teachers expect them to do their best* (S2039)	97%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	100%	100%
teachers treat students fairly at their school* (S2041)	77%	94%	94%
they can talk to their teachers about their concerns* (S2042)	83%	86%	94%
their school takes students' opinions seriously* (S2043)	87%	97%	100%
student behaviour is well managed at their school* (S2044)	70%	89%	94%
their school looks for ways to improve* (S2045)	90%	100%	100%
their school is well maintained* (S2046)	80%	95%	94%
their school gives them opportunities to do interesting things* (S2047)	83%	97%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	90%	93%
they feel that their school is a safe place in which to work (S2070)	100%	100%	93%
they receive useful feedback about their work at their school (S2071)	94%	90%	87%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	80%	89%
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)	94%	100%	87%
staff are well supported at their school (S2075)	89%	90%	73%
their school takes staff opinions seriously (S2076)	94%	90%	71%
their school looks for ways to improve (S2077)	100%	100%	93%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	94%	100%	93%

* Nationally agreed student and parent/caregiver items

'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

Community volunteers, parents and caregivers are actively encouraged to be involved in our school. Parents and caregivers are encouraged to actively participate in a range of school activities.

- **Involvement of parents, caregivers and community in annual events such as Sports Carnival, Under 8's Day, Science Week**
- **Invitations to school and classroom events e.g. Graduation Ceremonies, ANZAC Day Service, Education Week Activities, Grandparents Day, Under 8's Day**
- **Formal parent teacher interviews once per semester and informal interviews and discussion are held as requested**
- **Regular phone calls home to parents and caregivers**
- **Regular information dispersal via newsletters, school parades, class parent information, student diaries and communication books and parent teacher interviews and forums**
- **Parental support in classrooms**
- **Visits to classrooms to view students learning or as a guest speaker**
- **Parent and Citizens Association**
- **Tuck Shop Volunteers**

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Students have regular access to a Health Nurse, Chaplain, SEP teacher and Guidance Officer. Secondary students also attend form class each day where they have the opportunity to develop a trustful relationship with the teacher.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	1	1
Long Suspensions – 6 to 20 days	2	0	0
Exclusions	1	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.

Environmental Footprint

Reducing the school's environmental footprint

Mount Larcom State School is very focused on reducing our environment footprint. Both our Primary and Secondary departments have a Sustainability Club who monitor the use of electricity on a daily basis.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	58,809	0
2014-2015	47,190	1,173
2015-2016	26,825	1,261

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:
 Government
 Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	11	9	<5
Full-time Equivalents	10	6	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	10
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$22,279.35

The major professional development initiatives are as follows:

- Reading
- Writing
- Numeracy
- Mentoring Program
- Collegial Coaching

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 79% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

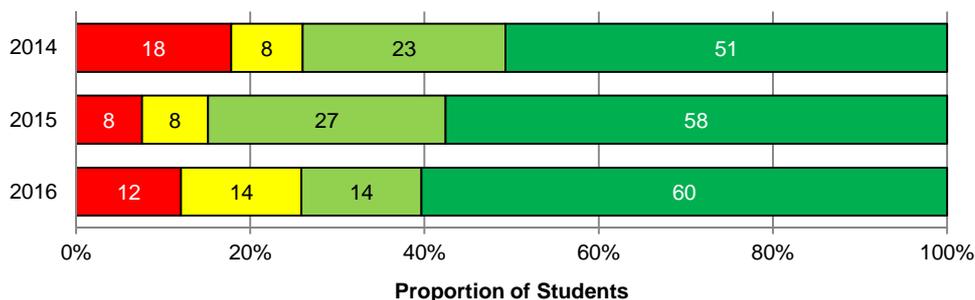
The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	95%	88%

*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 student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	80%	94%	97%	89%	98%	90%	89%	93%	97%	92%	85%		
2015	97%	96%	96%	96%	92%	99%	97%	97%	91%	96%	93%		
2016	93%	99%	98%	93%	95%	92%	97%	95%	95%	89%	91%		

*Attendance rates effectively count 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.

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.

Student's rolls are marked twice daily. This occurs in the morning and after second break. Administration will view all unexplained absences each day and contact parents/caregivers. Administration will follow student absences and if there are obvious patterns or absences which may raise concern they will record and send appropriate letters.

Messages are placed in the school newsletter reminding parents about the importance of every day at school counts and the importance of contacting the school with student absences.

Persistent absences without reasonable explanations are managed by following the EPPR – Enforcement of Compulsory Schooling.

Students with 100% attendance at the end of each term are rewarded.

Weekly attendance percentage is placed in the newsletter.

Secondary students are required to have a good attendance record if they wish to be involved in our Agriculture and specialist programs, including our work experience program for Year 10 students.

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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