

Mount Larcom State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

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 students.

School progress towards its goals in 2015

Mount Larcom State School and Secondary Department's Annual Implementation Plan for 2015 identified several key priorities as a focus.

In 2015 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; we extended our newsletter clientele; we developed a roster for newsletter reports; regular phone calls to parents and caregivers; succinct use of diaries and communication books and the hosting of information forums and events for parents and community.
- Consultation with community on the achievement of improved outcomes, targets and strategic priorities.
- Embedded Junior Secondary transition program; a prep taster day; interschool cluster days; community days; whole cluster sports/science days; Cubs Club and Playgroup.
- Further develop an explicit agenda around literacy with a central focus on the improvement of reading comprehension and writing.
- Establish strong routines around higher order thinking skills in mathematics (Paul Sumpter)
- Provide extensive professional development opportunities for staff.

- Embed a sound, consistent pedagogical practice throughout the school via the Explicit Instruction model.
- Embed Sheena Cameron Guided Reading program throughout the school.
- Work closely with specialist around reading and writing.
- Embed strong and consistent pedagogical practise.
- Track and monitor progress every 5 weeks.
- Develop consistent practise for modelled, shared, guided and independent reading. Increase level of focus on inferential comprehension via QAR, Sheena Cameron and Blooms Taxonomy.
- Embed consistent professional development for staff – observation, feedback and reflection via video, peer observations and Principal to inform best and consistent practise.
- Train Collegial Coaches
- Use data consistently to monitor, analyse, develop and track progress and curriculum intent.
- Review and embed the Pedagogical Framework
- Implemented a roster for all assessment to include drafts to ensure that students are supported.
- Introduce Rural Studies and Careers Programs
- Introduce a four year plan for school camps
- Developed strong alliances and working partnerships with the TTC and GASSA

Future outlook

At Mount Lacom State School and Secondary Department we will continue to develop an environment of respect and responsibility. The Priorities for the School Implementation Plan for 2016 are:

- Develop stronger partnerships with community via Farmer's Markets and Rural Studies
- Consistent planning, implementing and internal monitoring to improve learning will be achieved through using Literacy and Numeracy data
- A wider focus and use of NAPLAN testing and DATA
- Consolidate Reading across school
- Extend writing by using Seven Steps to Writing
- Develop a Careers Program for Secondary students and develop very distinct pathways
- Create many opportunities for teacher peer reviewing/ observations.
- Develop good practice by introducing mentoring for new teachers and continue to use Collegial Coaching
- Whole teams writing curriculum to align with ACARA and C2C assessment and content descriptors.
- Organise and apply for School of Excellence for Agriculture
- Observe, monitor and reconstruct ICT Program
- Develop specific and measurable targets for improvement

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	89	31	58	11	80%
2014	61	21	40	10	78%
2015	63	29	34	10	90%

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 we offered a Cubs Club where parents came along with their four year olds and participated in a three hour program run in conjunction with the Prep students. This coincided with Playgroup for younger students which was run on the same day.

*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 Larcom State School and Secondary Department has approximately 60 students spread evenly between the Primary and Secondary Sectors. Our students predominantly transition in Primary from Ambrose and Mount Larcom Primary. 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	13	15
Year 4 – Year 7 Primary	4	8	15
Year 7 Secondary – Year 10	10	9	8
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	41	1	1
Long Suspensions - 6 to 20 days	7	2	0
Exclusions	0	1	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 include distinctive curriculum offerings

- Primary – All Key Learning Areas (KLA's)
- Secondary – All KLA's, Agriculture Studies, Careers, The Arts, Graphics, Music, Business, Extension ICT's, Home Economics, Manual Arts, Graphics, Engineering, Furnishings
- GRIP Leadership Program
- LOTE – German – Primary and Secondary – Years 4 to 8
- Music – Primary and Secondary
- You Can Do It and Champion Programs
- Prep, Year 7 and Year 10 transition Programs
- Junior Secondary Program
- Literacy and Numeracy support programs
- School Wide Positive Behaviour Support Program
- Inter – school sports programs

Extra activities

- Sustainability Club
- Student Council in both Primary and Secondary
- Whole School Primary Choir
- Secondary Choir
- School Excursion Program – Prep to Year 10
- Grandparents Day
- Duke of Edinburgh
- Film Festival
- Lunch Time Arts
- Swimming Program Prep – Year 10
- Eisteddfod Performances in singing and verse speaking

- Bookclub
- Primary Interschool sports competitions – soccer, touch football etc.
- School excursion and camping program for Prep to Year 10
- Morning Sports
- NAIDOC Week
- Under 8's Day
- Tournament of the Minds
- Work Experience and Construction Industry white card trainging involving site-based vocational training for all students 14 years of age and over.
- Play Group
- Cubs Club

How Information and Communication Technologies are used to improve learning

The school has purchased enough computers for each class both in the Primary Sector and the Secondary Sector . Students across the school (P-10) are consistently engaged with technology. ICT's is offered as an elective for Years 7 and 8 and Extension ICT's is offered to Year 9 and 10.

Social Climate

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 haxe 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 – one day per fortnight.

Chaplain – three days per week.

SEP – Two days a week

These staff members co-ordinate 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 (Years 5-7) and You Can Do It (P10).

Throughout 2015 the Champion recognition scheme acknowledged positive student behaviours in the Secondary Department and You Can Do It schome was used in the Primary Department.

Procedures for Preventing and Responding to Incidents of Bully (including Cyber bullying):

Responding to Bullying:

Mt 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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	86%	100%	DW
this is a good school (S2035)	86%	100%	DW
their child likes being at this school (S2001)	81%	100%	DW
their child feels safe at this school (S2002)	82%	100%	DW
their child's learning needs are being met at this school (S2003)	73%	100%	DW
their child is making good progress at this school (S2004)	62%	100%	DW
teachers at this school expect their child to do his or her best (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	100%	DW
teachers at this school motivate their child to learn (S2007)	82%	100%	DW
teachers at this school treat students fairly (S2008)	90%	67%	DW
they can talk to their child's teachers about their concerns (S2009)	91%	100%	DW

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
this school works with them to support their child's learning (S2010)	81%	100%	DW
this school takes parents' opinions seriously (S2011)	79%	67%	DW
student behaviour is well managed at this school (S2012)	67%	100%	DW
this school looks for ways to improve (S2013)	95%	67%	DW
this school is well maintained (S2014)	95%	100%	DW

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	79%	87%	100%
they like being at their school (S2036)	72%	87%	95%
they feel safe at their school (S2037)	84%	87%	92%
their teachers motivate them to learn (S2038)	77%	93%	100%
their teachers expect them to do their best (S2039)	97%	97%	100%
their teachers provide them with useful feedback about their school work (S2040)	84%	93%	100%
teachers treat students fairly at their school (S2041)	72%	77%	94%
they can talk to their teachers about their concerns (S2042)	71%	83%	86%
their school takes students' opinions seriously (S2043)	78%	87%	97%
student behaviour is well managed at their school (S2044)	66%	70%	89%
their school looks for ways to improve (S2045)	81%	90%	100%
their school is well maintained (S2046)	81%	80%	95%
their school gives them opportunities to do interesting things (S2047)	75%	83%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	94%	90%
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)	95%	94%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	80%	80%
students are encouraged to do their best at their school (S2072)	95%	100%	100%
students are treated fairly at their school (S2073)	95%	100%	100%
student behaviour is well managed at their school (S2074)	68%	94%	100%
staff are well supported at their school (S2075)	84%	89%	90%
their school takes staff opinions seriously (S2076)	89%	94%	90%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	89%	100%	100%
their school gives them opportunities to do interesting things (S2079)	95%	94%	100%

'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 and Under 8's Day
- Formal parent teacher interviews once per semester and informal interviews and discussions are held as requested.
- Regular phone calls home to parents
- 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
- Bishops to classrooms to view students learning or as a guest speaker
- Parent and Citizens Association
- Tuck Shop Volunteers

Reducing the school's environmental footprint

Mount Larcom State School is very focused on reducing our environmental footprint. We have a Sustainability Club who monitor the use of electricity on a daily basis.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	57,530	1,940
2013-2014	58,809	0
2014-2015	47,190	1,173

*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	11	9	<5

Full-time equivalents

9

6

<5

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$26,786.66

The major professional development initiatives are as follows:

- Seven Steps to Writing
- Yvana Jones Writing and Reading
- Improving Writing
- Paul Sumpter Numeracy
- Teaching of Reading Comprehension

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.	95%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 78% 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

Sector:

Government

Non-government

SEARCH

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).	88%	92%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	89%	95%

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 P-10/P-12 schools was 90%.

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

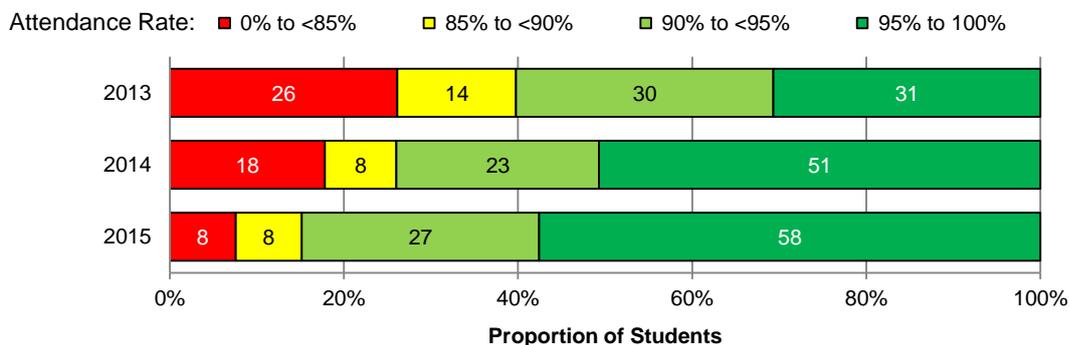
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	91%	86%	94%	89%	79%	86%	98%	91%	85%	82%		
2014	80%	94%	97%	89%	98%	90%	89%	93%	97%	92%	85%		
2015	97%	96%	96%	96%	92%	99%	97%	97%	91%	96%	93%		

*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.

Student 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.

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

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.