

Mount Larcom State School

Queensland State School Reporting

2014 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. This school consistently strives to provide a rich and challenging experience for all students and 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; to know how to adapt to change and develop resourcefulness and resilience and to set goals and achieve them.

School progress towards its goals in 2014

Mount Larcom State School and Secondary Department's Annual Implementation Plan for 2014 identified several key priorities as a focus.

In 2014 we:

- Developed productive partnerships with students, staff, parents, and the community. We reviewed and extended our communication process to include a more comprehensive and informative newsletter, regular phone calls to parents and caregivers; succinct use of diaries and the hosting of information forums and events for parents and community.
- Reviewed and developed strategies for transition of students into Prep and Junior Secondary.
- Established an explicit agenda around literacy with a central focus on the improvement of reading comprehension and writing.
- Provided extensive professional development opportunities for staff.
- Embedded a sound, consistent pedagogical practice throughout the school via the explicit instruction model.
- Implemented Sheena Cameron Guided Reading program throughout the school.
- Developed strong partnerships with other Primary and High Schools, so that staff can observe, reflect, moderate and deliver well thought out and effective lessons.
- Implement actions to improve reading, writing, numeracy and science.
- Further implement Sheena Cameron reading program.
- Track and monitor progress every 5 weeks.
- Use the Explicit Instruction model to implement lessons.
- Review Reporting and Assessment Framework.
- Encourage Primary classes to utilize the Science Lab.
- Professional develop staff in science.
- Science Week activities.

Future outlook

At Mount Larcom State School and Secondary Department we will continue to develop an environment of respect and responsibility. The priorities of the School Implementation Plan for 2015 are:

- Consult with students, staff, parents and community in order to develop productive partnerships and focus on our retention, attainment and transition of students.
- Build professional relationships with Gladstone, Ambrose and Yarwun schools.
- Continue to and further refine actions to improve Reading, Numeracy, Writing and Science.
- Implement and manage actions to 'Close the Gap' using suggestions from EATSIP.
- Action professional development for all staff with follow-up mentoring, observations and feedback.
- Further align ACARA and C2C assessment and develop yearly overviews, term overviews, five and one week plans.
- Review and adjust Pedagogical Framework to ensure consistent practice.
- Implement a whole school pedagogical assessment and data collection program.
- Embed the use of data to inform teaching practice.
- Introduce and develop Rural Studies and Careers programs.
- Form strong alliances and working partnerships with the TTC and GASSA.
- Ensure that the expectation that all teachers be confident and skilled by increasing opportunities for Professional Development.
- Ensure that student data will be collected and analysed on a regular basis to inform practice.
- Develop specific and measurable targets for improvement.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	80	31	49	96%
2013	89	31	58	80%
2014	61	21	40	78%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Mount Larcom State School and Secondary Department caters for approximately 61 students – 30 in the primary and 31 students in the secondary department. The majority of our students transition from Primary into Secondary on site. At the end of Year 10 our students either transfer predominantly to Gladstone State High to complete Year 12 or they leave at the end of Year 10 for work, traineeships or apprenticeships.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	23	13
Year 4 – Year 7 Primary		4	8
Year 7 Secondary – Year 10	9	10	9
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	38	41	1
Long Suspensions - 6 to 20 days	3	7	2
Exclusions [#]	0	0	1
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

- Primary – All Key Learning Areas (KLA).
- Secondary – All KLA's, Rural Studies, Careers, The Arts, Graphics, Music, Business, ICT Extension, Home Economics, Manual Arts, Graphics, Engineering, Furnishings.
- GRIP Leadership Program
- School Leadership Program
- LOTE – German – Primary and High – grades 4 -8
- Music - Primary and High
- Literacy and Numeracy Support Programs
- School Wide Positive Behavior Support Program
- You Can Do It and Champions Programs
- Prep and Year 7 transition programs
- Junior Secondary program

Extra curricula activities

- **Sustainability Club**
- **Student Council**
- **Whole School Primary Choir**
- **Secondary Choir**
- **School Excursion program for P – 10**
- **Swimming Program – Prep to Year 10**
- **Work Experience and Construction Industry white card training involving site-based vocational training for all students 14 year of age and over.**
- **Eisteddfod Performances in singing and verse speaking**
- **Interschool sports competitions – soccer, touch football etc.**
- **Grandparents Day**
- **NAIDOC Week**
- **Under 8's Day**
- **Tournament of Minds**

How Information and Communication Technologies are used to assist learning

Students across the school (P-10) consistently receive training in ICT applications and keyboarding skills that can enhance learning when applied to other classroom curricula.

The school has interactive whiteboards in 80% of the classrooms which better supports the implementation of C2C. The school has two sets of laptops and has recently purchased a further 10 computers.

Students use ICT's for various reasons, including research, project/assessment work, communications etc.

Social Climate

At Mount Larcom our Primary Department runs separately to our High School Department which means that we run two school parades. This allows there to be school leaders and student councils in both departments. Staff members however, have several opportunities to interact with all students. There is a whole school parade at the end of each term.

The school also has the following staff placed to support student welfare:

Guidance Officer – One day a fortnight

SEP – Twice a week

Chaplain – two days per week

School- Based Youth Health Nurse – one day per fortnight.

These staff members' co-ordinate and facilitate a range of pastoral care activities for students and staff. Examples include Shine , Virtual Babies , and You Can Do It , You're the Man, Love Bites and Oz Life Programs.

Throughout 2014 the Champion recognition scheme acknowledged positive student behaviours in the Secondary Department and You Can Do It scheme was implemented 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, student 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, 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 we have developed a strong sense of respect and ownership in all areas and follow the guidelines of our Positive Behaviour Management Plan closely.

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

All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school. Students have produced posters for each rule and have placed them around 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. They are also encouraged to display leadership in every instance.

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 our teacher librarian across the whole school.

Mount 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 students and staff are all aware of- this can lead to a referral to the form teacher or principal. If bullying continues parents will be contacted and referral to any of our specialist e.g. Guidance Officer.

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)	100%	86%	100%
this is a good school (S2035)	100%	86%	100%
their child likes being at this school* (S2001)	71%	81%	100%
their child feels safe at this school* (S2002)	94%	82%	100%
their child's learning needs are being met at this school* (S2003)	94%	73%	100%
their child is making good progress at this school* (S2004)	82%	62%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	90%	100%
teachers at this school motivate their child to learn* (S2007)	100%	82%	100%
teachers at this school treat students fairly* (S2008)	100%	90%	67%
they can talk to their child's teachers about their concerns* (S2009)	100%	91%	100%
this school works with them to support their child's learning* (S2010)	100%	81%	100%
this school takes parents' opinions seriously* (S2011)	100%	79%	67%
student behaviour is well managed at this school* (S2012)	100%	67%	100%
this school looks for ways to improve* (S2013)	100%	95%	67%
this school is well maintained* (S2014)	94%	95%	100%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	61%	79%	87%
they like being at their school* (S2036)	52%	72%	87%
they feel safe at their school* (S2037)	77%	84%	87%
their teachers motivate them to learn* (S2038)	67%	77%	93%
their teachers expect them to do their best* (S2039)	93%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	61%	84%	93%
teachers treat students fairly at their school* (S2041)	55%	72%	77%
they can talk to their teachers about their concerns* (S2042)	63%	71%	83%
their school takes students' opinions seriously* (S2043)	57%	78%	87%
student behaviour is well managed at their school* (S2044)	56%	66%	70%
their school looks for ways to improve* (S2045)	75%	81%	90%
their school is well maintained* (S2046)	57%	81%	80%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their school gives them opportunities to do interesting things* (S2047)	67%	75%	83%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	94%
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)		95%	94%
students are encouraged to do their best at their school (S2072)		95%	100%
students are treated fairly at their school (S2073)		95%	100%
student behaviour is well managed at their school (S2074)		68%	94%
staff are well supported at their school (S2075)		84%	89%
their school takes staff opinions seriously (S2076)		89%	94%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		89%	100%
their school gives them opportunities to do interesting things (S2079)		95%	94%

* 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

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 and Under 8's 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 held as requested.
- Regular phone calls home to parents
- Regular information dispersal via newsletters, school assemblies, 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

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

Mount Larcom State School and Secondary Department has solar panels installed and water tanks. Both the Secondary and Primary Departments have Sustainability Clubs and monitor use of electricity, water etc. and protocols have been put in place to ensure the minimum use.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	69,909	1,656
2012-2013	57,530	1,940
2013-2014	58,809	0

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	12	9	<5
Full-time equivalents	11	5	<5

*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 were \$22,834.94

The major professional development initiatives are as follows:

- Explicit Instruction, Science, Writing and Reading

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.	96%	95%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80% 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%	88%	92%

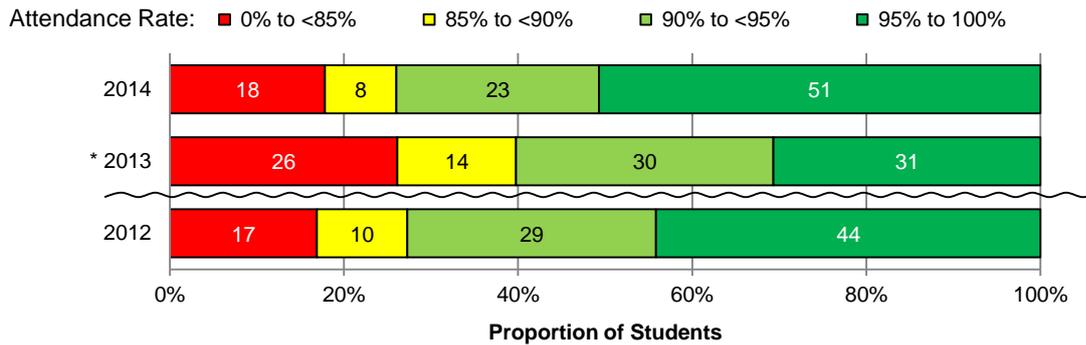
The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

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	Year 8	Year 9	Year 10	Year 11	Year 12
2012	89%	94%	92%	96%	91%	97%	93%	91%	90%	89%		
2013	91%	86%	94%	89%	79%	86%	98%	91%	85%	82%		
2014	94%	97%	89%	98%	90%	89%	93%	97%	92%	85%		

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.

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.

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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

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland State Schools – in year 3 reading, writing and numeracy. The gap will be closed by improving student attendance.

The school's Closing the Gap data around student attendance is on par with non-indigenous students.