Mount Larcom State School

Queensland State School Reporting

2013 School Annual Report
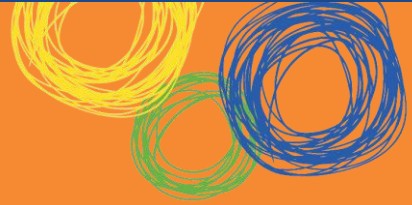
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Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
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Principal's foreword

Introduction

School Strategic Vision:

Every member of the Mount Larcom school community will be successful.

The Mount Larcom State School and Secondary Department community has collaboratively identified the following expectations and key priorities for success:

• Implement the Australian Curriculum using C2C
• Implement whole school pedagogical practices
• Use data to inform teaching practice
• Develop instructional leadership with a focus on workforce performance
• Develop productive partnerships with students, staff, parents and the community
• Improve school performance
• Plan to transition Year 7 to high school.

Mount Larcom School's statement of purpose:
To be literate and numerate; to model and develop positive attitudes and behaviours for self, others and the environment; to learn how to learn; to know how to adapt to change and develop resourcefulness and resilience; to set goals and achieve them.

This document will be made available to parents through the school webpage and it will also be available for viewing at the school office.

School progress towards its goals in 2013

The school successfully achieved most of its major goals from the Annual Implementation Plan 2012. These included:
Analyse, monitor and use data to inform teaching (Continue focus area of reading and extend into writing) - Curriculum, Assessment and Reporting Framework was developed and implemented to create a consistent approach to curriculum and assessment.
Referral process implemented
Improvement in reading.

Student learning was monitored through regular data analysis (PAT testing and 5 week assessment).

Create a culture around high expectation for learning – Student developing learning goals
Professional Development focused on Pedagogy (how to teach), explicit instruction and differentiation.
Teachers were mentored, profiled and coached
Students wearing full school uniform.
Laptops and ipads were bought for student use to help access ICT.

Responsible Behaviour Plan was reviewed and the strategies of School Wide Positive Behaviour were implemented to create a consistent approach. OneSchool is being used to inform through data – individual behaviour plans developed where appropriate.

Reconnected with parents and community – Welcome B.B.Q, parent/teacher interviews, Country fair.

Future outlook

Specific focus areas identified in our review process from 2013 that are given priority into 2014 are:
Implement the Australian Curriculum

• Implement whole school pedagogical practices

• Use data to inform teaching practice

• Develop instructional leadership with a focus on workforce performance

• Develop productive partnerships with students, staff, parents and the community

• Improve school performance

• Transition Year 7 to high school.

Queensland

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Prep Year - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	80	33	47	78%
2012	80	31	49	96%
2013	89	31	58	80%

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 85 students – 45 in the primary school and 40 students in the secondary school. While most student transition from Primary into Secondary on site, a small number go into Gladstone high schools. Many students do not complete Year 12 leaving for work, traineeships or apprenticeships before matriculation.

Future prospects for the school are uncertain. The State Government has determined that since the Mount Larcom community neighbours the state development precinct, new residential development should not occur. That said, there are developers interested in investing in a residential development bordering the school boundaries and this has gone through several phases of public consultation.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	19	21	23
Year 4 – Year 7 Primary	16		4
Year 7 Secondary – Year 10	12	9	10

School Disciplinary Absences

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Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	28	38	41
Long Suspensions - 6 to 20 days	0	3	7
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Curriculum offerings

Our distinctive curriculum offerings: Primary – All Key Learning Areas (KLA). It also offers Information Communication Technology (ICT) and Extension Health and Physical Education (HPE).

Secondary School – All KLA's, Extension P.E, Photography, Hospitality, Graphics, Furnishing, Engineering, Business Studies, Extension ICT.

Extra curricula activities: Work Experience and Construction Industry white card training involving site-based vocational learning is available to all students 14 years of age or older. All students in Year 10 do a one week work placement. The school is linked in with Gladstone TAFE so we could offer students certificate courses.

Sporting and cultural activities are timetabled with other local rural schools, usually on a term basis.

How Information and Communication Technologies are used to assist learning: 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.

The school has interactive whiteboards in 60% of the classrooms which better supports the implementation of the C2C. The school has purchased new laptops for student use.

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

Social climate

A key feature of Mount Larcom State School is that all staff members interact with students from P-10. 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 – one day per 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 2013 the CATS recognition scheme acknowledged positive student behaviours. This has been well received by new students and staff.

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

Parent, staff and student satisfaction levels suggests that poor behaviour management was a key factor of concern in 2013.

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	86%
this is a good school (S2035)	100%	86%
their child likes being at this school* (S2001)	71%	81%
their child feels safe at this school* (S2002)	94%	82%
their child's learning needs are being met at this school* (S2003)	94%	73%
their child is making good progress at this school* (S2004)	82%	62%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	90%
teachers at this school motivate their child to learn* (S2007)	100%	82%
teachers at this school treat students fairly* (S2008)	100%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	91%
this school works with them to support their child's learning* (S2010)	100%	81%
this school takes parents' opinions seriously* (S2011)	100%	79%
student behaviour is well managed at this school* (S2012)	100%	67%
this school looks for ways to improve* (S2013)	100%	95%
this school is well maintained* (S2014)	94%	95%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	61%	79%
they like being at their school* (S2036)	52%	72%
they feel safe at their school* (S2037)	77%	84%
their teachers motivate them to learn* (S2038)	67%	77%
their teachers expect them to do their best* (S2039)	93%	97%
their teachers provide them with useful feedback about their school work* (S2040)	61%	84%
teachers treat students fairly at their school* (S2041)	55%	72%
they can talk to their teachers about their concerns* (S2042)	63%	71%
their school takes students' opinions seriously* (S2043)	57%	78%

student behaviour is well managed at their school* (S2044)	56%	66%
their school looks for ways to improve* (S2045)	75%	81%
their school is well maintained* (S2046)	57%	81%
their school gives them opportunities to do interesting things* (S2047)	67%	75%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	95%
students are encouraged to do their best at their school (S2072)	95%
students are treated fairly at their school (S2073)	95%
student behaviour is well managed at their school (S2074)	68%
staff are well supported at their school (S2075)	84%
their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	89%
their school gives them opportunities to do interesting things (S2079)	95%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

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.

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Involving parents in their child's education

Community volunteers and parents are actively encouraged to be involved in our school.
We provide support for parents to assist in their child's learning, through many support programs, Support-A-Reader, Support-A-Number, Olley and Early Literacy Fundamentals.
Coaches for sporting teams, referees, drivers and visitors for hospitality and culminating activities are all encouraged and welcomed in our school.
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, operate the tuckshop and take part in other fundraising activities.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.
An environmental committee was formed to help oversee and guide the school with knowledge and awareness of environmental issues.
Our School Environmental Management Plan (SEMP) was followed and various programs have been implemented in 2013 including:
Do the Right Thing – Use the Right Bin recycling program
Growing organic vegetable and fruit for tuckshop
Energy efficiency strategies
Minimising paper use and printing back-to-back where possible.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	72,228	1,322
2011-2012	69,909	1,656
2012-2013	57,530	1,940

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	10	12	0
Full-time equivalents	10	6	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	**10**
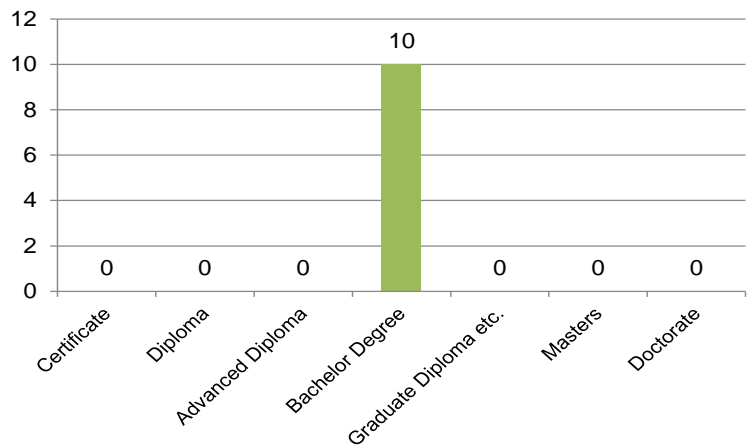
* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $ 6185.00

The major professional development initiatives are as follows:

Explicit Instruction, First Steps Reading, Fierce Converstations, Naplan Persuasion

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

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Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 63% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at

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

GO

Search by suburb, town or postcode

Sector ☐ Government
☐ Non-government

SEARCH

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 web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	88%

The overall attendance rate in 2013 for all Queensland state 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
2011	91%	93%	DW	93%	98%	93%	93%	93%	90%	88%		
2012	89%	94%	92%	96%	91%	97%	93%	91%	90%	89%		
2013	91%	86%	94%	89%	79%	86%	98%	91%	85%	82%		

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
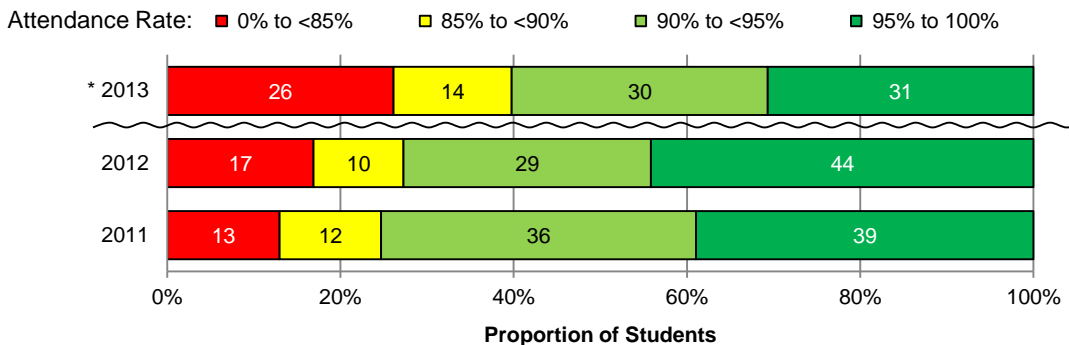
* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 electronically on One School. This occurs first thing in the morning and after second break.

Students who are frequently absent are flagged, their families contacted by the class/ form teacher in the first instance and later by the Principal to verify reasons for absence. This information is reviewed once a week.

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.**

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.

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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 extremely pleasing with indigenous student attendance data being ahead of non-indigenous attendance rates at the school.

Indigenous attendance data exceeded the Queensland attendance means for all students for the fifth year in a row.

Due to the small numbers in the NAPLAN testing year levels, we are unable to publish NAPLAN results.

Vocational Educational Training qualification (VET)

	Number of students awarded certificates under the Australian Qualification Framework (AQF).		
	Certificate I	Certificate II	Certificate III or above
2011			
2012			
2013			

As at 5 May 2014. The above values exclude VISA students.

There were no Certificates offered at school during 2010-2013

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. There were no early leavers.

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