Mount Larcom State School

Queensland State School Reporting

ANNUAL REPORT

2018

Queensland State School Reporting

Every Student Succeeding

State Schools Strategy

Department of Education

Contact information

Queensland Government

Postal address	Raglan Street Mount Larcom 4695
Phone	(07) 4970 2333
Fax	
Email	principal@mtlarcomss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Mrs Pauline Porch Principal

om the Principal

School overview

Mount Larcom State School and Secondary Department has been proudly serving the community of Mount Larcom since 1882 and is a caring, friendly and supportive learning environment where there is a strong culture of respect and responsibility. Students and staff continually demonstrate our clear 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 Secondaary Department continuously strive to provide a rich and challenging experience for all students whilst valuing the potentioal of every student as a capable learner. We model and develop positive attitudes and behaviours for self, others and the environment; learn to know how to adapt to change and develop resourcefulness and resilience and to set goals and achieve them. Mount Larcom State School and Secondary Department is a recognized School of Excellence for Agriculture and has developed strong pathways for our students. Our students are well supported with access to a Guidance Officer, SEP teacher, Chaplain and Youth Health Nurse.

School progress towards its goals in 2018

Mount Larcom State School and Secondary Department's Annual Implementation Plan for 2018 identified the introduction of a consistent whole school pedagogical philosophy, approach to writing; developing a consistent whole school Pedagogical Framework and revise, review, and consolidate a whole school pedagogical philosophy and approach to reading.

In 2018 we:

- Embedded productive partnerships with students, staff, parents and the community. We reflected on, extended and further consolidated our communication process to include a comprehensive and informative newsletter once per week; regular phone calls for both positive and inappropriate behaviours to parents and caregivers; further developed a roster for newsletter articles; updated our webpage and make regular postings on our Facebook page. We embedded a consistent approach for the use of diaries across the school.
- Introduced and developed our school as a PBL school.
- Expanded our Junior Secondary transition program; prep taster day; interschool cluster days; community days; whole cluster sports/science/HASS / Under 8's days.
- Fully develop work experience and Careers programs.
- Expand and grow our Art and Agriculture programs in order to increase opportunities for our students.

Future outlook

At Mount Larcom State School and Secondary Department, we will continue to develop an environment of respect, responsibility and Positive Behaviour Learning.

The priorities for the School Implementation Plan for 2019 are:

- Embed a strong partnership with the community via Farmer's Markets and community events
- Embed a consistent whole school pedagogical philosophy and approach to writing
- Embed Seven Steps to Writing and TEEL
- Embed a whole school pedagogical philosophy and approach to reading
- Embed a consistent whole school Pedagogical Framework aligned to PBL
- Further develop our teacher Buddy, peer reviewing, pre and post moderation and mentoring programs.

- Review and further embed a strand of Agriculture to include the use of technology
- Embed Electives under the banner of Majors
- Grow the development of a strong ICT/technology program
- Continue to grow our Careers program for secondary students and develop distinct pathways. Grow work experience.
- Professionally develop Primary teachers so that Primary Connections Science is embedded in Primary

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school No

Year levels offered in 2018 Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	55	70	73
Girls	28	34	39
Boys	27	36	34
Indigenous	4	3	2
Enrolment continuity (Feb. – Nov.)	92%	91%	73%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Mount Larcom State School and Secondary Department has approximately 93 students. Our Secondary Department has approximately 60 students. Our students transition into secondary from Mount Larcom, Ambrose, Yarwun and Calliope. Our Prep students primarily transition from our Playgroup/ Cubs Club. 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 Agriculture College.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	10	12	5
Year 4 – Year 6	10	12	12
Year 7 – Year 10	9	11	6
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4), the class size targets would be the lower cohort target.

Curriculum delivery

Our Approach to Curriculum Delivery

- **Primary – All Key Learning Areas (KLA's)**
- **Primary Agriculture Studies**
- **Primary Library**
- **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 (Primary and Secondary)**
- **LOTE – German – Primary and Secondary -Year 5-7**
- **Music – Primary and Secondary**
- **You Can Do It and Champion Programs**
- **Junior Secondary Program**
- **Literacy and Numeracy support programs**
- **School Wide Positive Behaviour Support Program**
- **Inter-school sports program**

Co-curricular activities

- **Student Council in both Primary and Secondary**
- **Sustainability Club**
- **Whole School Primary Choir**
- **Speech Choir**
- **Secondary Choir**
- **School Excursions Program – Prep to Year 10**
- **Grandparents Day**
- **Swimming Program Prep-Year 10**
- **Robotics Championship Group**
- **Science Week**
- **Maths Club**
- **Interschool Mathematics Competitions**
- **Eisteddfod Performances in singing and verse speaking**
- **Book Club**
- **Boys Club**
- **Girls Club**
- **SCENE Project**
- **Capricorn Film Festival**
- **Primary Interschool sports competitions – soccer, touch football etc.**
- **School excursion and camping program for Prep to Year 10**

- **Morning Sports**
- **Playgroup/Cubs Club**
- **Interact**
- **Leadership Group**
- **Teacher Café**
- **Mount Larcom Annual Show**
- **Gardening Club**
- **STEM Camp**
- **Conoco Phillips**
- **Cattle Club**
- **Work Experience**
- **Work Placements**
- **Beef Week**
- **HOT Days**
- **Careers Expo.**

How information and communication technologies are used to assist learning

There are sufficient computers for students to access in class time. Computers are in both Primary and Secondary Departments. Students across the school (P-10) are consistently engaged with technology. Extension ICT's are offered to Year 7 -10 students.

Social climate

Overview

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 2017 Champion points recognition scheme acknowledged positive student behaviors 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 behavioral, 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 of adults take suitable action, students are educated to speak up if they feel bullied.
Bullying behaviors 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 rumors.

Bullying may be related to:

- Race, religion or culture
- Disability
- Appearance or health conditions
- Sexual orientation
- Sexist or sexual language
- Young careers 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	DW	DW
• this is a good school (S2035)	100%	DW	DW
• their child likes being at this school* (S2001)	100%	67%	DW
• their child feels safe at this school* (S2002)	100%	100%	DW
• their child's learning needs are being met at this school* (S2003)	100%	67%	DW
• their child is making good progress at this school* (S2004)	100%	DW	DW
• teachers at this school expect their child to do his or her best* (S2005)	100%	DW	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	DW
• teachers at this school motivate their child to learn* (S2007)	100%	DW	DW
• teachers at this school treat students fairly* (S2008)	100%	DW	DW
• they can talk to their child's teachers about their concerns* (S2009)	100%	DW	DW
• this school works with them to support their child's learning* (S2010)	100%	DW	DW
• this school takes parents' opinions seriously* (S2011)	75%	DW	DW
• student behaviour is well managed at this school* (S2012)	100%	DW	DW
• this school looks for ways to improve* (S2013)	100%	DW	DW
• this school is well maintained* (S2014)	100%	DW	DW

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	84%	90%
• they like being at their school* (S2036)	100%	59%	82%
• they feel safe at their school* (S2037)	94%	89%	86%
• their teachers motivate them to learn* (S2038)	100%	89%	96%
• their teachers expect them to do their best* (S2039)	100%	95%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	79%	96%
• teachers treat students fairly at their school* (S2041)	94%	60%	81%
• they can talk to their teachers about their concerns* (S2042)	94%	61%	82%
• their school takes students' opinions seriously* (S2043)	100%	67%	76%
• student behaviour is well managed at their school* (S2044)	94%	36%	64%
• their school looks for ways to improve* (S2045)	100%	77%	94%
• their school is well maintained* (S2046)	94%	73%	96%

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	100%	80%	90%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	94%	86%
• they feel that their school is a safe place in which to work (S2070)	93%	94%	93%
• they receive useful feedback about their work at their school (S2071)	87%	69%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	89%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	93%
• students are treated fairly at their school (S2073)	93%	88%	100%
• student behaviour is well managed at their school (S2074)	87%	56%	64%
• staff are well supported at their school (S2075)	73%	63%	64%
• their school takes staff opinions seriously (S2076)	71%	69%	77%
• their school looks for ways to improve (S2077)	93%	88%	93%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	93%	94%	100%

* 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 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 education 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. The school has regular visits and runs programs with Headspace and Roseberry House.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	1	12	7
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

At Mount Larcom State School and Secondary Department, we have student monitors who do check-ups on classrooms and offices to ensure that lights, fans and air conditioners are turned off when the room is empty. Our air conditioners run only in Term 1 and 4 and run at 25 degrees.

Our water is closely watched and we use bore water where possible, however with the introduction of animals due to our Agricultural Program and the drought our water consumption has increased.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	26,825	74,964	55,612
Water (kL)	1,261		3,119

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

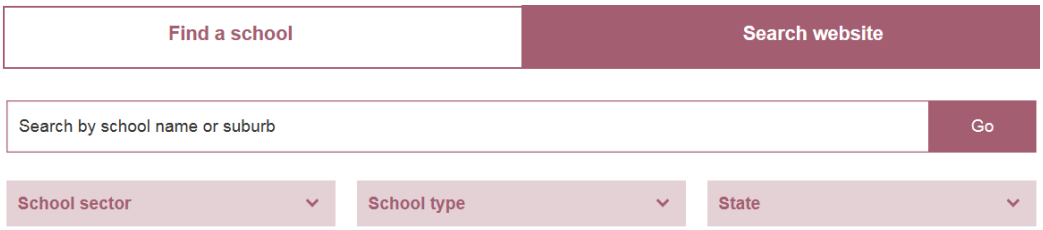
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	11	9	<5
Full-time equivalents	10	7	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	11
Diploma	
Certificate	

*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 2018 were $12,607

The major professional development initiatives are as follows:

- Reading
- Improving Writing and 7 Steps to Writing
- Early Years
- Moderation (Pre and Post)
- Profiling
- Mentoring
- Peer Reviewing

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	93%

Proportion of staff retained from the previous school year

From the end of the previous school year, 72% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	92%	92%
Attendance rate for Indigenous** students at this school	88%	76%	94%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	96%	93%
Year 1	99%	93%	91%
Year 2	98%	DW	92%
Year 3	93%	94%	92%
Year 4	95%	95%	90%
Year 5	92%	95%	88%
Year 6	97%	95%	95%

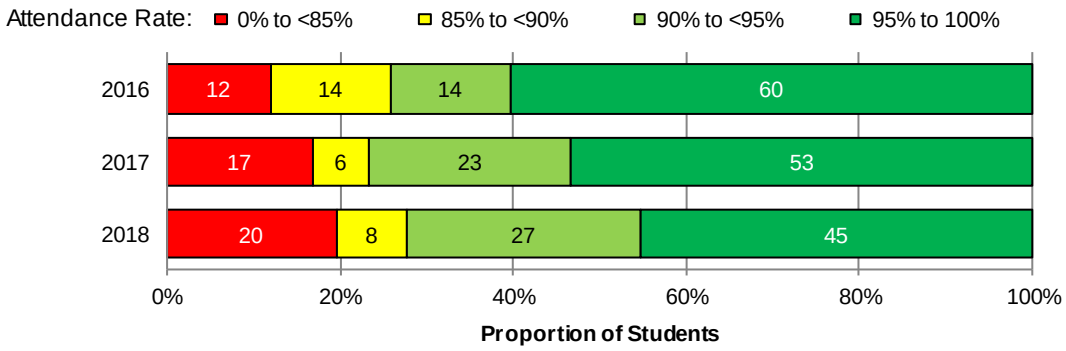
Year level	2016	2017	2018
Year 7	95%	92%	94%
Year 8	95%	96%	94%
Year 9	89%	88%	91%
Year 10	91%	83%	82%
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 is managed by following the EPPR – Enforcement of Compulsory Schooling.

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

Weekly attendance percentage are placed in the newsletter.

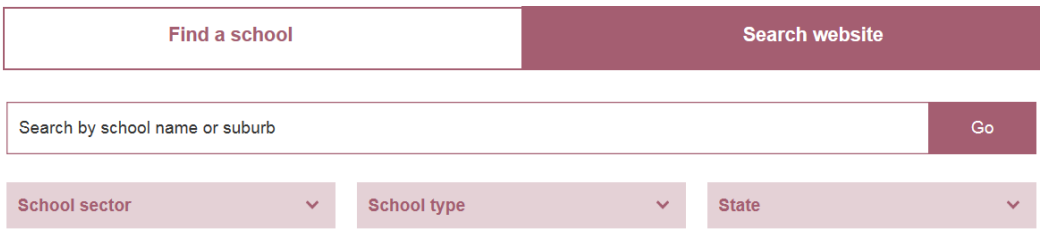
Secondary students are required to have a good attendance record if they wish to be involved in our Agriculture and specialist programs, including our work experience program for Year 10 students or to attend reward days.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on ‘NAPLAN’ to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school’s NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Our Year 10 students attended Year 11 at Gladstone State High School.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school’s website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.