

# Middlemount Community School

## Queensland State School Reporting

### 2013 School Annual Report



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## Principal's foreword

### Introduction

The intent of this report is to inform the local community, and other interested parties, about the characteristics of our school. This report includes data such as NAPLAN results, attendance percentages and enrolment numbers to give the reader a snapshot of our school. Hard copies of the report are available through the school office.

Middlemount Community School is a state school that provides a quality, seamless education from Prep to Year 12. Students work in single and composite class structures dependent upon student numbers. Curriculum delivery in the key learning areas allows students to achieve to their full potential through comprehensive teaching and learning programs and intervention programs developed in conjunction with special needs, the learning support teacher, Guidance Officer and visiting support personnel. The school accesses a number of subjects via Distance Education to enhance the offerings to students.

Partnerships with the community and industry are essential for students in the senior phase of learning to develop pathways for future earning and learning. Significant numbers of Senior students are involved in School-based Apprenticeships and Traineeships. Strong links with community facilitate student learning opportunities and outcomes through all phases of learning.

Parents are a valuable link in the education process and are encouraged to participate as partners, to support and facilitate learning outcomes for all students.

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2013

Key Priorities from 2013	Actions / Progress
Implement whole school pedagogical practices	Dimensions of Teaching and Learning is the school's pedagogical framework with Explicit Instruction as a core teaching strategy. Implementation was successful with a move towards mastery by teachers in 2014.
Improve school performance	A whole school pedagogical assessment and data collection programme was implemented. Key indicators such as NAPLAN data and attendance data generally improved.
Plan to transition Year 7 to high school	Year 7 students participated in all areas of secondary: timetable; PGD; leadership; celebrations; school routines.

### Future outlook

1. Continuing improvement of Reading outcomes
2. Continuing improvement of Numeracy outcomes
3. Quality Pedagogy
4. School culture
5. Continuing improvement of Writing outcomes

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	356	169	187	90%
2012	403	188	215	91%
2013	411	196	215	91%

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

### Characteristics of the student body:

Our students are drawn mainly from the local mining community and their parents are predominantly employed by a single coal mining company. A small percentage of students are from the surrounding agricultural properties. The average income in mining communities is relatively high. There is a small number of indigenous students (about 6%). A very small number of students have English as a Second Language.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	21	20	20
Year 4 – Year 7 Primary	21	17	15
Year 7 Secondary – Year 10	18	24	19
Year 11 – Year 12	12	8	10

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	15	17	15
Long Suspensions - 6 to 20 days	0	4	1
Exclusions	0	0	0
Cancellations of Enrolment	1	1	0

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

The Australian Curriculum in English, Math, Science and History is delivered from Prep to Year 10. Students in Year 8-10 participate in an elective program selecting two subjects per semester providing them an opportunity to experience a range of options when selecting subject choices in Year 11-12.

Year 10 students have the opportunity to complete a Certificate I Resources and Infrastructure Operations on-site at local coal mining company, coupled with significant work placement opportunities. All students in Years 10, 11 and 12 must undertake a Certificate II qualification. This may include Workplace Practices, Business, Retail, IT.

Year 11-12 students are able to select courses from TAFE and School of Distance Education. School based apprenticeships and traineeships are undertaken by students in a range of areas: diesel fitting, retail, hairdressing.

Students in Year 5 onwards are able to participate in the Instrumental music program.

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## Extra curricula activities

Representative, Interschool and Inter-house sport, Lunch time sporting competitions, Choir, Instrumental Music, Wakakirri, Central Highlands Eisteddfod, Public Speaking, School Camp program – Year 6/7 Mungalli Falls, Secondary Leadership Camp, student council organised social and charity events.

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## How Information and Communication Technologies are used to assist learning

All primary classes and some secondary classrooms have interactive Promethean whiteboards which are an integral part of teaching and learning in this school. Primary students have access to three computer rooms which are used both as curriculum tools and for leisure purposes. Students in year 10, 11 and 12 participate in a take-home laptop program. Laptops are key learning tools in every lesson for senior phase students. Students with disabilities have access to a range of apps to assist learning on iPads.

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## Social climate

Our school has a positive social climate, with embedded social skilling programs from Prep to year 12. Reports of negative social behaviours, including bullying are treated promptly and with a view to change or improve behaviours. We promote communication and mediation as ways to resolve conflict and bullying. We endeavour to provide a range of inclusive activities which promote a sense of belonging in our students. Our students are supported by a School Chaplain who is also the town Youth Worker. Our school leaders and students council are active and visible in our school and work with staff to improve the school. We regularly recognise and celebrate student success.

# Our school at a glance

## Parent, student and staff satisfaction with the school

In 2013, 95.8% of parents agreed that Middlemount Community School is a good school. Staff morale is high at this school, with teachers who show very high levels of commitment. While 2013 data showed relatively lower levels of satisfaction among students about behaviour, students generally rated their teachers highly in areas of feedback, expectations and motivation.

### 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)	91%	100%
this is a good school (S2035)	100%	96%
their child likes being at this school* (S2001)	91%	92%
their child feels safe at this school* (S2002)	95%	88%
their child's learning needs are being met at this school* (S2003)	86%	92%
their child is making good progress at this school* (S2004)	90%	91%
teachers at this school expect their child to do his or her best* (S2005)	86%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	91%
teachers at this school motivate their child to learn* (S2007)	86%	91%
teachers at this school treat students fairly* (S2008)	86%	95%
they can talk to their child's teachers about their concerns* (S2009)	91%	96%
this school works with them to support their child's learning* (S2010)	86%	96%
this school takes parents' opinions seriously* (S2011)	89%	86%
student behaviour is well managed at this school* (S2012)	90%	74%
this school looks for ways to improve* (S2013)	95%	91%
this school is well maintained* (S2014)	91%	96%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	71%	84%
they like being at their school* (S2036)	70%	79%
they feel safe at their school* (S2037)	81%	87%
their teachers motivate them to learn* (S2038)	90%	85%
their teachers expect them to do their best* (S2039)	95%	94%
their teachers provide them with useful feedback about their school work* (S2040)	86%	91%
teachers treat students fairly at their school* (S2041)	70%	74%
they can talk to their teachers about their concerns* (S2042)	71%	75%

## Our school at a glance

their school takes students' opinions seriously* (S2043)	72%	78%
student behaviour is well managed at their school* (S2044)	64%	67%
their school looks for ways to improve* (S2045)	83%	88%
their school is well maintained* (S2046)	81%	87%
their school gives them opportunities to do interesting things* (S2047)	82%	84%

### 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)	98%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	98%
staff are well supported at their school (S2075)	98%
their school takes staff opinions seriously (S2076)	95%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
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.

# Our school at a glance

## Involving parents in their child's education

Communication with parents takes place regularly through the school newsletters, teachers' weekly emails, and termly parent parades. We celebrate success with parents at weekly parades, achievement ceremonies and Awards Evenings. Parents are welcome and enthusiastic supporters at the annual Swimming Carnival, Athletics Carnival, Christmas Concert and a range of other events. We have welcomed parent involvement in classrooms, mainly in P-3. At Middlemount, we report to parents four times a year, with three opportunities for formal parent teacher Learning Conversations. All parents are active participants in the Senior Phase Agreement process, which is completed at the end of year 10 each year.

## Reducing the school's environmental footprint

The school has implemented "switch off" practices at the end of weeks and terms to ensure electrical appliances used less power. Air conditioning is not used during terms 2 and 3. The school has access to some solar power.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	342,067	0
2011-2012	289,571	0
2012-2013	369,673	100

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.

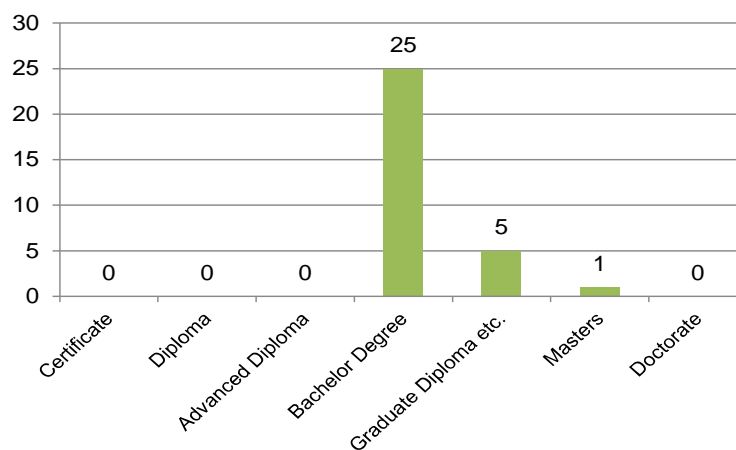
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	31	26	<5
Full-time equivalents	29	16	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	25
Graduate Diploma etc.	5
Masters	1
Doctorate	0
<b>Total</b>	<b>31</b>



\* Teaching Staff includes School Leaders

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



# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were approximately \$ 42 000 .

The major professional development initiatives are as follows:

- Dimensions of Teaching and Learning
- Explicit Instruction
- Literacy and Numeracy initiatives e.g. Daily 5
- Inclusive Education

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

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 83% 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 <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 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

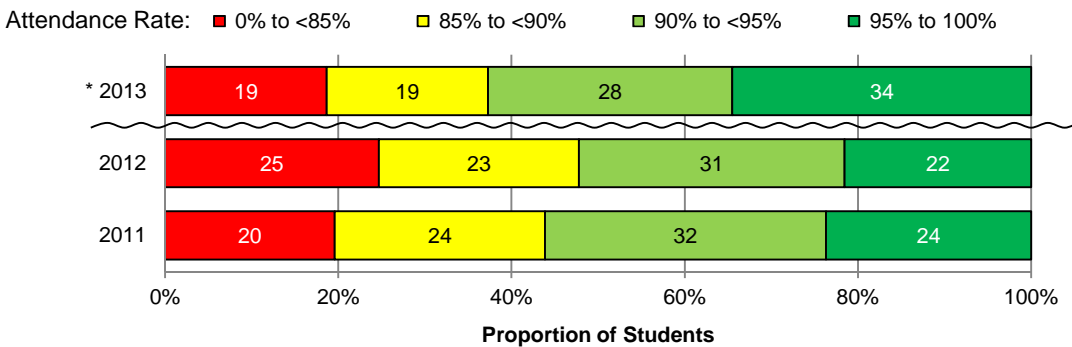
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	91%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

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	89%	89%	90%	93%	89%	92%	92%	90%	89%	89%	88%	90%
2012	88%	90%	89%	90%	92%	89%	90%	87%	89%	87%	85%	88%
2013	91%	93%	92%	91%	90%	92%	91%	91%	87%	88%	90%	87%

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.

# Performance of our students

## 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.

The school monitors attendance regularly. All rolls are marked between 8.30 am and 8.40 am. A second roll marking occurs for all classes at 1.00 pm. In Year 11 and 12, attendance is expected to be at least 85% of the semester; otherwise credit may not be given for the semester. Secondary teachers also record individual class rolls at every lesson during the day. If a student is absent for 3 consecutive days, attempts will be made to contact a parent to explain this absence. The school will contact parents to explain absences if a note is not provided or phone contact has not been made. Legitimate medical absences are exempt from this process. Where student absences are excessive, the school works with parents to resolve issues which may be impacting on attendance.

## 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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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.

# Performance of our students

## Achievement – Closing the Gap

In 2013, the gap in attendance rates between indigenous and non-indigenous students continued to reduce to 2.2%. In years 3 and 12, there were very small numbers of indigenous students and it is therefore not possible to comment about NAPLAN results or apparent retention. However, Indigenous perspectives are taught in all year levels, across all learning areas.

### Apparent retention rates Year 10 to Year 12

	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	56%	55%	57%

### Outcomes for our Year 12 cohorts

	2011	2012	2013
Number of students receiving a Senior Statement.	11	12	8
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	8	2	1
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5	6	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	11	11	8
Number of students awarded an Australian Qualification Framework Certificate II or above.	11	8	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	11	10	8
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	38%	100%	100%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	92%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	67%	100%	100%

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

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	0	1	2	5	0
2012	0	1	1	0	0
2013	0	0	1	0	0

# Performance of our students

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

## 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	11	10	3
2012	11	8	0
2013	6	5	1

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

The Cert I courses offered in 2013 were: Work Education; Business; Engineering; Information Technology and Resources and Infrastructure Operations.

## 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.

Most students who leave prior to completing Year 12, transition to full-time apprenticeships or full-time employment. Occasionally, students will move with their families to locations interstate.