

QUEENSLAND STATE SCHOOL REPORTING - 2010

Middlemount Community School (1905)

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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 or Virtual Schooling 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.

School progress towards its goals in 2010

The school made good progress towards most of its goals in 2010

- Literacy and Numeracy results in NAPLAN testing continued to improve
- English and Maths results to see 85% of students receiving 'C' or better happened in a significant number of classes.
- Year 12 results did meet numeric targets for QCE receipt, OP results and VET qualifications.

Student attendance and retention rates still show a significant number of families taking holidays during the school term.

Staff are still working towards ICT qualifications.

Future outlook

NAPLAN Preparation with a view to continued improvement in results.

Continued focus on Closing the Gap strategies.

Prepare for the implementation of the National Curriculum in English, Maths and Science.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep to Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
344	176	168	79%

Characteristics of the student body:

June 2011 enrolments

Sector	Male	Female	Total
Primary	131	131	262
Secondary	53	43	96
Total	184	174	358

MCS has a relatively small percentage of students with Special Needs; less than 4% of students as at June 2011. Similarly the percentage of indigenous students enrolled is relatively small at less than 4%.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	22	100%	83%	17%	0%
Year 4 – Year 10	14	97%	97%	0%	3%
Year 11 – Year 12	6	100%	100%	0%	0%
All Classes	11	99%	97%	1%	1%

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	16
Long Suspensions - 6 to 20 days	0
Exclusions	1
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Curriculum is delivered through integrated units of work within the Year 1-7 program. All classes have embedded ICT lessons.

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.

Students in Year 10 undertake Certificate II in Work Readiness and Information Technology. Students undertake work experience in term three within the local and broader community.

Year 11-12 students are able to select virtual schooling and distance education modes of delivery in a range of subjects not offered within our approved subjects. Access day is Wednesday and students are able to study or participate in traineeships, apprenticeships and work experience.

Students in Year 5 onwards are able to participate in the Instrumental music program. Choir is provided by the music teacher. Students are also able to participate in eisteddfod on an annual basis.

Extra curricula activities

- Year 7/8 go to Camp at Mungalli Falls every second year if numbers allow.
- Year 9 and Year 12 go to Camp to Canberra every second year if numbers allow.
- School Leaders attended Exclr8 Camp.
- Inter-school sport was offered to Secondary Students.
- Denham Zone and Capricornia Sport was offered to qualifying students.
- Some students were involved in Eisteddfod.
- Arts Council performances occurred

How Information and Communication Technologies are used to assist learning

Students interact with technology both within and external to classrooms through four special purpose technology centres.

Technology is built into the curriculum through assessment tasks and within subject areas in the middle and senior schools. Students also have access to technology to participate in Virtual Schooling and Distance Education subject delivery.

A variety of hardware also supports students to facilitate learning within curriculum areas.

Social climate

A school chaplaincy program operates within the school. The chaplain works jointly as the Youth Worker and is based at the school four days per week. As a part of the chaplaincy program motivational guest speakers were identified and students were provided the opportunity to participate in workshops and small group sessions. The Middlemount Youth Centre opened in 2007. The chaplain also participated in extra-curricular activities supporting students and staff.

Data from the School Opinion Survey indicates:

- 69.2% of parents responded that their child is safe at this school, 79.2% of Primary students and 80.0% of Secondary students responded similarly.
- 64.0% of parents responded that their child is treated fairly at this school, 68.8% of Primary students and 54.3% of Secondary students responded similarly.
- 80.7% of parents responded that their child is happy to go to this school, 68.8% of Primary students and 51.4% of Secondary students responded similarly.
- 38.5% of parents responded that they are satisfied with the behaviour of students at this school, 45.9% of Primary students and 31.5% of Secondary students responded similarly.

What approaches are used to prevent bullying?

Universal Preventive Approach

This involves maintaining an environment in which students do not want to bully. This preventive approach is encouraged through:

- creating an orderly classroom and whole school ethos in which expectations are clear and consistent
- Staff show genuine interest, concern and a caring attitude for students
- Teachers model and encourage acceptance and celebration of individual differences
- Teachers provide opportunities for cooperative learning
- Teachers enable students to share their concerns

Targeted Interventive Approach

This involves teachers focussing directly on bullying as an issue in the school and community.

- Teaching students directly about the nature, prevalence, injustice and harmfulness of bullying
- Advise students about how to respond to bullying
- Explicit teaching of social skills

Intensive Intervention

This occurs with students or groups who have been involved in bullying. There are three methods of intervention:

- Strengthening the victim
- Mediating between the bully and victim
- Applying restorative practice

Our school at a glance

If bullying, harassment, discrimination or violence is happening at school, it is very important that students report the behaviour to someone who can help.

Here is a list of people who can be approached to discuss bullying and harassment issues.

- Class/form teacher
- Deputy Principal
- Year 8/9 Coordinator
- Head of Department/Head of Curriculum
- School Chaplain
- Guidance Officer
- Principal

Parent, student and teacher satisfaction with the school

Data in each of these areas has improved significantly since a low in 2008.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	58%
Percentage of students satisfied that they are getting a good education at school	70%
Percentage of parents/caregivers satisfied with their child's school	65%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	67%
Percentage of staff members satisfied with morale in the school	83%

Involving parents in their child's education.

Parents are encouraged to participate in classroom support for a range of activities. Continuous communication through fortnightly newsletters and correspondence from teachers is provided, often via email. Parents are also encouraged to participate or support in sporting and cultural activities.

In the Primary classes, Parent helpers supported classrooms up to and including Year 5. In Secondary year levels, parents were involved in the completion of SET plans and also in the Subject Selection processes.

Parents are also encouraged to be spectators at school swimming and athletics carnivals; attend weekly Primary parades and other school events like Hospitality functions.

Reducing the school's environmental footprint

Our school opened a new building in 2010 leading to some increases in electricity usage.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	electricity KwH	WaterKL	GasMJ
2010	\$133,501	\$75,423	\$32,121	\$13,895	\$12,062	\$0	\$0	394,448	7,474	0
2009	\$115,753	\$61,608	\$0	\$0	\$12,871	\$0	\$41,274	371,278	10,876	0
% change 2009 - 2010	15%	22%	N/A	N/A	-6%	N/A	-100%	6%	-31%	N/A

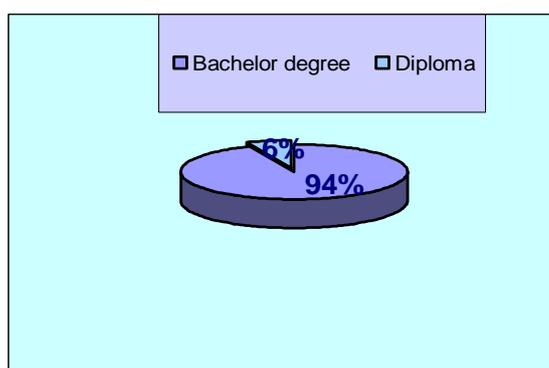
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	31	20	<5
Full-time equivalents	27	14	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Bachelor degree	29
Diploma	2



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$24 556.

The major professional development initiatives are as follows:

QSA Initiatives, Literacy and Numeracy, Digital Pedagogy , First Aid

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 77% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 91%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90%	94%	92%	91%	92%	94%	90%	91%	88%	93%	90%	94%

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. 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. In Year 11 and 12, attendance is expected to be at least 80% of the semester, otherwise credit may not be given for the semester. Legitimate medical absences are exempt from this process.

Year 11 and 12 rolls are marked during early-classes, around 8.00 am. All other rolls are marked between 8.30 am and 8.40 am. A second roll marking occurs for all classes at 1.30 pm. Teachers also record individual class rolls at every lesson during the day.

Achievement – Closing the Gap

The “Closing the Gap” report indicates:

There were no Year 3 Indigenous students in 2010 to compare NAPLAN mean scale scores.

There were no Year 12 Indigenous students in 2010 to compare apparent retention rates from Year 10 to 12.

Semester 1 2010 attendance data indicates 91.7% attendance for non-Indigenous students compared to 85.4% for indigenous students.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

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.

Performance of our students

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%

Outcomes for our Year 12 cohort of 2010	
Number of students receiving a Senior Statement.	22
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	8
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	18
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	8
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	16
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	63%
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.	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%

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
1	3	1	3	0

Performance of our 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
11	7	2

The Cert I courses we offered in 2010 were Work Education; Business; Engineering and Information Technology.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

Most students that 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.