Queensland State School Reporting – 2011
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.

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School progress towards its goals in 2011

The school made good progress towards most of its goals in 2011

- 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 and VET qualifications.

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

Nearly all Staff completed ICT qualifications.

Future outlook

In the context of implementing the Australian Curriculum

1. Improving Reading Outcomes
2. Quality Explicit Teaching
3. Improving Achievement Outcomes for Students

School Profile

Coeducational or single sex: **Coeducational**

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

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
356	169	187	90%

Characteristics of the student body:

MCS has a relatively small percentage of students with Special Needs; less than 4% of students as at June 2012. 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 2011

Phase	Average Class Size
Prep – Year 3	21
Year 4 – Year 10	17.8
Year 11 – Year 12	11.8
All Classes	15.6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	15
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	< 5

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Curriculum offerings

Our distinctive curriculum offerings:

Curriculum is delivered through subject specific 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 I in Work Readiness. Students undertake work experience in term two 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. 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 with parent assistance. Students are also able to participate in eisteddfod on an annual basis.

Extra curricula activities:

- Year 6/7 go to Camp at Mungalli Falls every second year if numbers allow.
- Student 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 extracurricular activities supporting students and staff.

Data from the School Opinion Survey indicates:

- 63.0% of parents responded that their child is safe at this school, 72.9% of Primary students and 64.9% of Secondary students responded similarly.
- 66.7% of parents responded that their child is treated fairly at this school, 54.2% of Primary students and 48.6% of Secondary students responded similarly.

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- 70.4% of parents responded that their child is happy to go to this school, 66.0% of Primary students and 45.9% of Secondary students responded similarly.
- 48.1% of parents responded that they are satisfied with the behaviour of students at this school, 33.3% of Primary students and 32.4% 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

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

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Parent, student and teacher satisfaction with the school

The primary students' opinion survey results although trending downwards, still have some OVERALL areas with higher levels of satisfaction that the state eg Student Outcomes, Curriculum and Pedagogy. The secondary students' opinions in regards to Student Outcomes and School-Community Relations have been trending up for the last three years.

The school receives particularly low numbers of concerns or complaints from parents. In general conversations most express satisfaction with the school with 70% satisfied with the interest that the teacher/s take in their child/ren.

Over 90% of the staff reported having a good working relationship with other staff and that they get on well with the students in the school.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	48%
Percentage of students satisfied that they are getting a good education at school	71%
Percentage of parents/caregivers satisfied with their child's school	59%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	64%
Percentage of staff members satisfied with morale in the school	88%

DW – Data withheld

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.

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Reducing the school's environmental footprint

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

The Primary sector of the school has developed a committee of students who randomly visit classes looking for ways in which electricity consumption can be reduced. Weekly awards are presented to classes for success in this area. The Secondary sector of the school has access to solar power.

Environmental footprint indicators, 2010-2011

|	Electricity KwH	Water KL
2011	342,067	0
2010	394,448	7,474
% change 10 - 11	-13%	-100%

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Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	33	21	<5
Full-time equivalents	28	13	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	31
Diploma	2
Certificate	0

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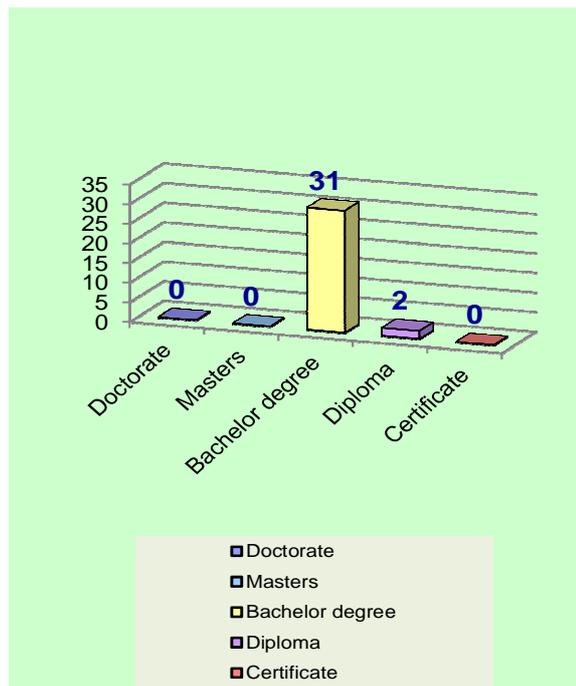
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was approximately $20 000.

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 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.**

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

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Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.
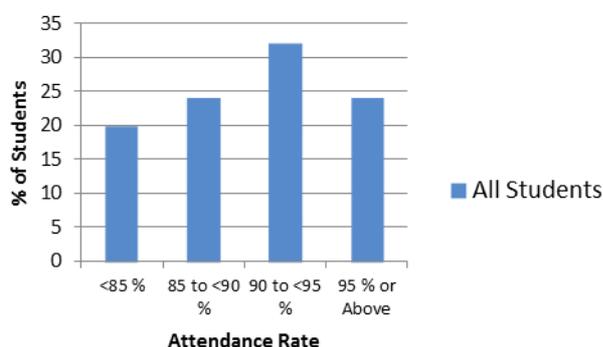
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate 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
89%	89%	90%	93%	89%	92%	92%	90%	89%	89%	88%	90%

Student Attendance Distribution

The proportions of students by attendance range.

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.

All rolls are marked between 8.30 am and 8.40 am. A second roll marking occurs for all classes at 1.00 pm. Secondary teachers also record individual class rolls at every lesson during the day.

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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.

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 – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Due to the small cohort of Indigenous students in Yr 3 and Yr 12 we are unable to comment on the Yr 3 reading, writing and numeracy NAPLAN performance or Yr 10-12 apparent retention.

In addition, due to the small number of Indigenous students across the school, comments regarding student attendance cannot be made. However, Indigenous perspectives are taught in all year levels, across all learning areas.

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Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	58%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	11
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	8
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	5
Number of students awarded one or more Vocational Educational Training qualifications.	11
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	11
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	11
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	38%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	67%

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
0	1	2	5	0

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	10	3

The Cert I courses we offered in 2011 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 2011 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

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.

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