Middlemount Community School (1905)
Queensland State School Reporting
2012 School Annual Report

Postal address	James Randell Drive Middlemount 4746
Phone	(07) 4981 2333
Fax	(07) 4981 2300
Email	the.principal@middlemountcs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person	Mrs Sharon Anderson Acting Principal

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. The report has also been presented to the Parents and Citizen's Association.

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 support teacher: literacy and numeracy, Guidance Officer and visiting support personnel. The school accesses a number of courses via TAFE and School of Distance Education to enhance the offerings to students.

At Middlemount Community School, we strive for continuous improvement in student outcomes. our school is characterised by 5 core values:
- Explicit high expectations of all students
- Valuing individuals and expecting and recognising success
- Partnership with parents
- Feedback and reflection
- Personal responsibility and accountability

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.

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School progress towards its goals in 2012

Key Priorities from 2012	Actions/Progress
Improving Reading Outcomes	Successfully implemented reading and spelling programs: Daily 5 and Words Their Way. NAPLAN Spelling results in years 5 and 7 improved significantly. Reading continues to be a priority area in 2013. PM Benchmark data is regularly collected and reviewed.
Quality, Explicit Teaching	All teaching staff completed the four stages of DPF by the end of 2012. Teachers analysed and reviewed data to set goals and expectations for individual students. Teacher embedded ICTs in teaching and learning, particularly in relation to Laptop program and Promethean boards. New approach to supporting students with disabilities and ensuring appropriate curriculum delivery was implemented. All SWDs now have Curriculum Support Plans. Teachers use "Differentiation Surfboard" to plan for the range of student learning needs. A review of curriculum offerings including impending junior secondary initiatives was conducted. School prepared a comprehensive approach to implementing Junior Secondary in 2013. This included effective transition programs and preparing to move year 7 to Junior Secondary in 2013.
Improving Achievement Outcomes for Students	Report card data indicated that 80.4% students achieved a C or better for English and 83.8% of students received a C or better in Science. Senior Phase Agreements and regular performance reviews ensure senior phase outcomes continue to be positive. In 2012, 91.6% of students received a QCE or VET qualification. Report Card data indicated that students are demonstrating very positive social outcomes. 98.4% achieved a C or better for Behaviour; 94.9% of students received a C or better for Effort.

Future outlook

In 2013, the key areas for improvement have been identified in our School Implementation Plan. This year we are:

Consolidating "Dimensions of Teaching and Learning" as our pedagogical framework, underpinned by identified, core values and embedding Explicit Instruction as a key teaching strategy in our school

Establishing our Junior Secondary department, incorporating students from years 7-9

Focussing on developing resilience in our students through the Pathways to Resilience program for Prep to Year 12, "It Starts with Me" (P-6) and PX2 – Potential to Performance (7-12)

Improving student attendance rates

Reviewing and improving our approach to inclusive education through the development of Learning and Wellbeing Plan

Continuing to improve our communication and partnerships with parents and the community

Consistently collecting, analysing and evaluating student data to improve outcomes in reading, numeracy, senior phase outcomes and report card achievements

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School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	344	176	168	90%
2011	356	169	187	90%
2012	403	188	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 quite high. At Middlemount, our students have mainly Australian backgrounds with 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		
	2010	2011	2012
Prep – Year 3	22	21	20
Year 4 – Year 10	14	18	23
Year 11 – Year 12	6	12	8

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	16	15	17
Long Suspensions - 6 to 20 days	0	0	4
Exclusions	<5	0	0
Cancellations of Enrolment	0	<5	<5

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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.

Extra curricula activities

Representative, Interschool and Interhouse 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.

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.

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. "Valuing individuals and expecting and recognising success" is one of our core values and in 2012 95.2% of our students indicated that "their teachers expected them to do their best".

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

· Junior Secondary and Senior Phase Coordinators

· Head of Department/Head of Curriculum

· School Chaplain

· Guidance Officer

Parent, student and staff satisfaction with the school

In 2012, 100% 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 2012 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#
their child is getting a good education at school	90.9%
this is a good school	100.0%
their child likes being at this school*	90.9%
their child feels safe at this school*	95.5%
their child's learning needs are being met at this school*	86.4%
their child is making good progress at this school*	90.5%
teachers at this school expect their child to do his or her best*	86.4%
teachers at this school provide their child with useful feedback about his or her school work*	81.8%
teachers at this school motivate their child to learn*	86.4%
teachers at this school treat students fairly*	85.7%
they can talk to their child's teachers about their concerns*	90.9%
this school works with them to support their child's learning*	85.7%
this school takes parents' opinions seriously*	88.9%
student behaviour is well managed at this school*	90.5%
this school looks for ways to improve*	95.0%
this school is well maintained*	90.9%

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Performance measure *(Nationally agreed items shown*)*	
Percentage of students who agree that:	2012[#]
they are getting a good education at school	71.4%
they like being at their school*	69.9%
they feel safe at their school*	80.7%
their teachers motivate them to learn*	90.4%
their teachers expect them to do their best*	95.2%
their teachers provide them with useful feedback about their school work*	85.5%
teachers treat students fairly at their school*	69.5%
they can talk to their teachers about their concerns*	70.7%
their school takes students' opinions seriously*	71.6%
student behaviour is well managed at their school*	63.9%
their school looks for ways to improve*	83.3%
their school is well maintained*	81.5%
their school gives them opportunities to do interesting things*	82.1%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	86.3%
with the individual staff morale items	94.5%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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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

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

In 2012, we 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 'Eco Council' is made up of students and staff members who monitor classrooms to reward the most eco-friendly practices each week on parade.

|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	394,448	7,474
2010-2011	342,067	0
2011-2012	289,571	0

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	33	23	<5
Full-time equivalents	30.5	14.5	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	32
Diploma	0
Certificate	0
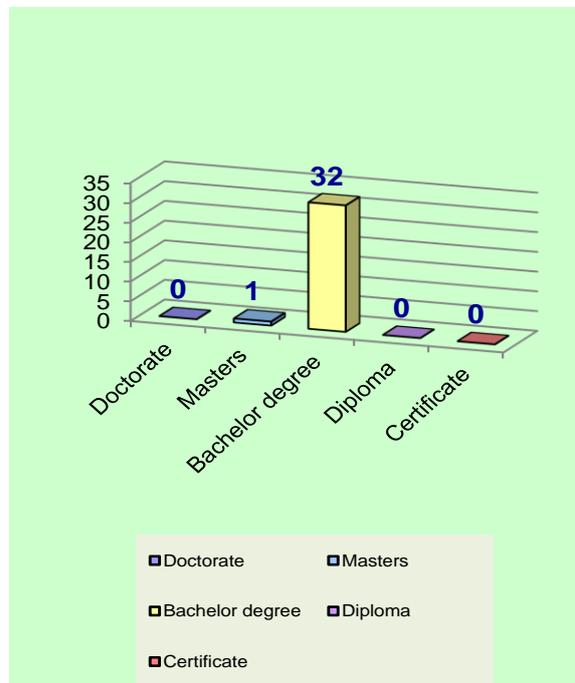
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $7500.

The major professional development initiatives are as follows:

Australian Curriculum, ICT, Behaviour Management, Resilience Program Training, Culture Change Workshops. Professional Development was undertaken in a variety of formats, with both external and internal personnel delivering and on-line courses accessed. This occurred on student free days, staff meetings and at other times.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.3%	97%	96.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90.2% of staff was retained by the school for the entire 2012 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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	89%

The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined 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
2010	90%	94%	92%	91%	92%	94%	90%	91%	88%	93%	90%	94%
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%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.
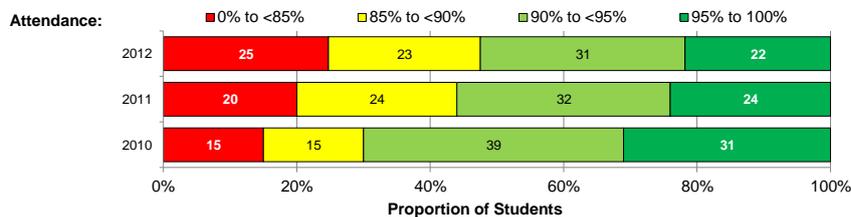
Description of how non-attendance is managed by the school

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. 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.

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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.

In 2012, the gap in attendance rates between indigenous and non-indigenous students was half that of 2011 (2.4% compared to 4.8%). 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.

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Performance of our students

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	88%	56%	55%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	22	11	12
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	8	8	2
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12	5	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	18	11	11
Number of students awarded an Australian Qualification Framework Certificate II or above.	8	11	8
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	16	11	10
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.	63%	38%	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.	95%	100%	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	67%	100%

As at 2 May 2013. 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
2010	1	3	1	3	0
2011	0	1	2	5	0
2012	0	1	1	0	0

As at 2 May 2013. 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
2010	11	7	2
2011	11	10	3
2012	11	8	0

As at 2 May 2013. The above values exclude VISA students.

The Cert I courses we offered in 2012 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 2012 Year 12 cohort's 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.