

# Middlemount Community School

## Queensland State School Reporting

### 2015 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. 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 2015

Priority	Progress
Writing	<p>Students at all year levels of NAPLAN achieved similar mean scale scores to nation.</p> <p>Yr 3: 401.9</p> <p>Yr 5: 491.6</p> <p>Yr 7: 499.3</p> <p>Yr 9: 505.9</p> <p>45.7% of year 3 students achieved in the upper two bands for Writing.</p>
Reading	<p>Students at all year levels of NAPLAN achieved similar mean scale scores to nation.</p> <p>Yr 3: 406.3</p> <p>Yr 5: 475.6</p> <p>Yr 7: 519.5</p> <p>Yr 9: 570.7</p>

	37% of year 3 students and 27.3% of year 5 students achieved in the upper two bands for Reading.
Numeracy	<p>Students in year 3 and year 9 achieved mean scale scores similar to nation in NAPLAN.</p> <p>Yr 3: 387.6</p> <p>Yr 9: 576.5</p> <p>Students in years 5 and 7 achieved mean scale scores below the nation.</p> <p>Yr 5: 471.7</p> <p>Yr 7: 514.2</p> <p>31.1% of year 3 students achieved in the upper two bands for Numeracy.</p> <p>Numeracy will be a continuing focus in 2016.</p>

### Future outlook

Priority	Goals	Timelines	Targets
<b>Writing</b>	<p>Develop and implement a whole school instructional approach to writing.</p> <p>Develop the capacity of teachers to improve students' writing.</p> <p>Create a writing culture at MCS in which writing is valued and celebrated.</p> <p>Improve students' control over audience, purpose, ideas, paragraphing and vocabulary when writing.</p> <p>Develop and implement an effective monitoring and data collection program for P-10 writing.</p> <p>Implement targeted programs to extend writing for high performing students and improve writing for at-risk students.</p>	<p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>End term 2</p> <p>End of term 1</p> <p>End of term 1.</p>	<p><b>NAPLAN MSS</b></p> <p>Year 3: 420</p> <p>Year 5: 491</p> <p>Year 7: 510</p> <p>Year 9: 550</p> <p><b>NAPLAN U2B</b></p> <p>Year 3: 50%</p> <p>Year 5: 25%</p> <p>Year 7: 20%</p> <p>Year 9: 20%</p> <p>100% of students achieve benchmarks (or have an ISP/ICP)</p> <p>90% of students achieve an overall "C" for English.</p> <p>100% of teacher judgements are accurate.</p> <p>100% of students receive regular quality feedback.)</p>
<b>Reading</b>	<p>Review and renew Daily 5 approach to reading in primary.</p> <p>Implement "script" for teaching reading in secondary.</p> <p>Provide targeted intervention and enrichment programs.</p>	<p>Term 1</p> <p>Term 1</p> <p>Ongoing</p>	<p><b>NAPLAN MSS</b></p> <p>Year 3: 420</p> <p>Year 5: 490</p> <p>Year 7: 540</p> <p>Year 9: 580</p> <p><b>NAPLAN U2B</b></p> <p>Year 3: 40%</p> <p>Year 5: 40%</p> <p>Year 7: 33%</p> <p>Year 9: 15%</p> <p>100% of students achieve MCS benchmark (or have ISP/ICP).</p>
<b>Numeracy</b>	<p>Implement a whole school approach to mathematical problem solving.</p> <p>Develop and implement an effective monitoring and data collection program for P-10 numeracy/mathematics.</p> <p>Ensure all students are tracked and "gaps" are addressed in "Number and Algebra".</p>	<p>By end of term 1</p> <p>By end of term 1</p> <p>Ongoing</p>	<p><b>NAPLAN MSS</b></p> <p>Year 3: 400</p> <p>Year 5: 490</p> <p>Year 7: 542</p> <p>Year 9: 591</p> <p><b>NAPLAN U2B</b></p> <p>Year 3: 35%</p> <p>Year 5: 35%</p> <p>Year 7: 25%</p> <p>Year 9: 20%</p>

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	411	196	215	24	91%
2014	377	188	189	15	88%
2015	373	187	186	12	88%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### 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. There is a small number of indigenous students (about 3%). A very small number of students have English as a Second Language (**about 3%**).

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	20	20	25
Year 4 – Year 7 Primary	15	21	27
Year 7 Secondary – Year 10	19	19	19
Year 11 – Year 12	10	13	14

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	15	8	13
Long Suspensions - 6 to 20 days	1	0	1

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

The Australian Curriculum in English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, the Arts and Technologies is delivered from Prep to Year 10. Japanese is taught in years 5-8.

Students in Year 8-10 participate in an elective program selecting two subjects from The Arts and Technologies per semester, providing them an opportunity to experience a range of options when selecting subject choices in Year 11-12.

All year 10 students complete a Certificate II in Workplace Practices, which involves work placement opportunities. MCS also offers Certificate II Business and Certificate I Engineering. Students are also able to access VET courses from external providers, including courses in retail, hospitality, tourism and engineering. School based apprenticeships and traineeships are also available to students.

Year 9-12 students are able to select courses from School of Distance Education.

Students in Year 4 onwards are able to participate in the Instrumental music program.

### Extra curricula activities

Representative, Interschool and Inter-house sport, Lunch time sporting competitions, Choir, Instrumental Music, Wakakirri, Running Club, Writing competitions, Central Highlands Eisteddfod, Public Speaking, School Camp program, Student Council organised social and charity events.

### How Information and Communication Technologies are used to improve 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 years 9-12 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. Our school motto is Pride, Effort, Achievement and we have high expectations of our students. In the School Opinion survey of 2015, 100% of our parents and 97.7% of students agreed that teachers at this school expect students to do their best.

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, a Youth Support Coordinator, Guidance Officer and School Based Youth Health Nurse. Students participate in an elected Student Council, which is active and visible in the school. We regularly recognise and celebrate student success. Our school enjoys a high level of support from our parents, evidenced by 2015 School Opinion Survey Data, in which 100% of parents agreed that they were encouraged by the school to take an active role and that the school works with parents to support students learning. Our students have positive attitudes towards this school. In the School Opinion survey in 2015, more than 90% of students agreed that MCS is a good school where they feel safe and like to be.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	97%	92%
this is a good school (S2035)	96%	97%	89%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child likes being at this school (S2001)	92%	94%	97%
their child feels safe at this school (S2002)	88%	97%	92%
their child's learning needs are being met at this school (S2003)	92%	89%	87%
their child is making good progress at this school (S2004)	91%	92%	92%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	97%	92%
teachers at this school motivate their child to learn (S2007)	91%	94%	97%
teachers at this school treat students fairly (S2008)	95%	91%	92%
they can talk to their child's teachers about their concerns (S2009)	96%	97%	95%
this school works with them to support their child's learning (S2010)	96%	97%	100%
this school takes parents' opinions seriously (S2011)	86%	94%	79%
student behaviour is well managed at this school (S2012)	74%	94%	81%
this school looks for ways to improve (S2013)	91%	94%	89%
this school is well maintained (S2014)	96%	92%	87%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	84%	89%	93%
they like being at their school (S2036)	79%	90%	90%
they feel safe at their school (S2037)	87%	92%	95%
their teachers motivate them to learn (S2038)	85%	94%	96%
their teachers expect them to do their best (S2039)	94%	97%	98%
their teachers provide them with useful feedback about their school work (S2040)	91%	93%	98%
teachers treat students fairly at their school (S2041)	74%	86%	89%
they can talk to their teachers about their concerns (S2042)	75%	83%	89%
their school takes students' opinions seriously (S2043)	78%	89%	92%
student behaviour is well managed at their school (S2044)	67%	76%	85%
their school looks for ways to improve (S2045)	88%	95%	95%
their school is well maintained (S2046)	87%	93%	93%
their school gives them opportunities to do interesting things (S2047)	84%	87%	91%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	89%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	98%	82%	89%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	69%	73%	79%
students are encouraged to do their best at their school (S2072)	98%	98%	97%
students are treated fairly at their school (S2073)	100%	96%	97%
student behaviour is well managed at their school (S2074)	98%	88%	86%
staff are well supported at their school (S2075)	98%	88%	78%
their school takes staff opinions seriously (S2076)	95%	92%	81%
their school looks for ways to improve (S2077)	100%	98%	95%
their school is well maintained (S2078)	100%	90%	89%
their school gives them opportunities to do interesting things (S2079)	95%	94%	84%

# '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

Communication with parents takes place regularly through the school newsletters, Facebook, the school website and teachers' weekly emails. 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, Under 8s Day, book week parade 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. Parents whose children who have particular learning needs are regularly consulted and informed as part of our planning processes for Individual Support or Curriculum Plans. These plans are reviewed each semester with the input of parents and teachers.

## 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. Printing and photocopying are subject to limits.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	369,673	100
2013-2014	331,013	0
2014-2015	352,729	50

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

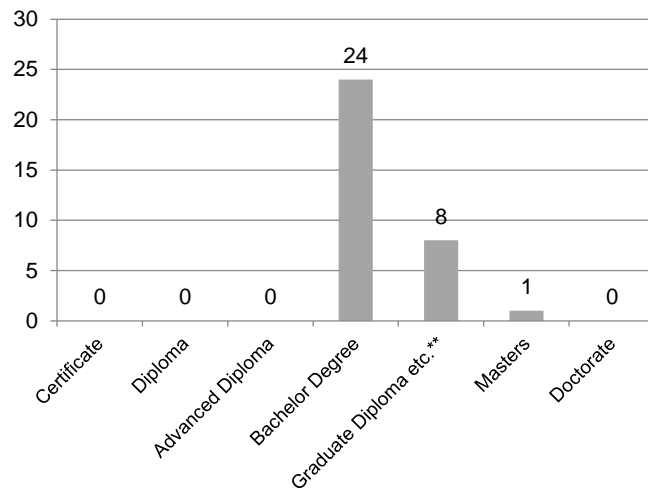
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	32	27	<5
Full-time equivalents	29	16	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.**	8
Masters	1
Doctorate	0
<b>Total</b>	<b>33</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$70205.

The major professional development initiatives are as follows: Writing; Numeracy; Coaching and Mentoring teachers in Explicit Instruction; VET; Classroom profiling; Essential Skills for Classroom Management; oneschool training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

#### Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 76% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	90%	91%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	90%	91%	93%	92%	91%	90%	92%	91%	91%	87%	88%	90%	87%
2014	91%	92%	92%	92%	92%	91%	90%	90%	90%	89%	89%	90%	92%
2015	92%	92%	91%	92%	92%	92%	88%	91%	91%	92%	90%	87%	89%

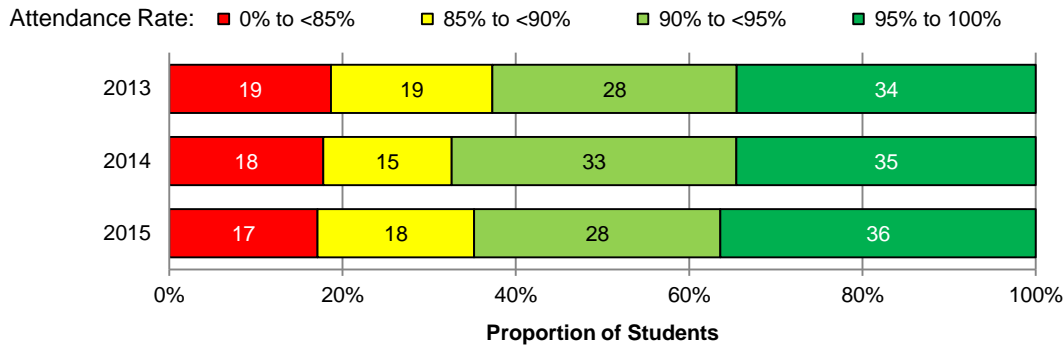
\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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.

The school monitors attendance regularly. All rolls are marked electronically 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.

### Find a school

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Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

<b>Apparent retention rates Year 10 to Year 12</b>	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	57%	54%	71%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.		0%	100%

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students receiving a Senior Statement	8	14	17
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	1	6	4
Percentage of Indigenous students receiving an Overall Position (OP)	0%		0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4	4	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	8	12	15
Number of students awarded an Australian Qualification Framework Certificate II or above.	5	6	12
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	8	14	17
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%		100%
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.	100%	67%	75%
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%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%		100%

As at 16 February 2016. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	0	0	1	0	0
2014	0	1	3	2	0
2015	0	1	2	1	0

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	6	5	1
2014	11	6	0
2015	10	12	1

As at 16 February 2016. The above values exclude VISA students.

Students at MCS completed VET qualifications including Certificate II Workplace Practices and Certificate I Engineering.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 school leavers information

Very few students at MCS leave school early. Most of those accounted for in our retention rates transfer to other schools in Queensland. Those students who do not complete year 12 are predominantly leaving to traineeships or apprenticeships. For students who are at risk of non-completion of year 12, we take a case management approach, in consultation with the student and parents.