

# Middlemount Community School

## Queensland State School Reporting

### 2014 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. A number 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 2014

Key Priorities from 2014	Actions / Progress
Improve Reading Results	<p>Achieved.</p> <p>Students in all targeted Year Levels met the school's goals relating to NAPLAN Reading results as well as the schools targets for Literacy.</p> <p>The school will keep Reading as a "maintenance" goal in 2015.</p>
Improve Numeracy Results	<p>Achieved.</p> <p>Students in all targeted Year Levels met the school's goals relating to NAPLAN Numeracy results as well as the schools targets for Numeracy.</p> <p>The school will keep Numeracy as a "maintenance" goal in 2015.</p>
Quality Pedagogy	<p>Achieved.</p> <p>Teachers were provided with professional development particularly in the area of Explicit Instruction. This included PD by the Pedagogy Coach. Teachers were also regularly observed and critiqued using Explicit Instruction.</p> <p>Teachers also had regular meetings with the school administration to discuss the achievement of their class goals.</p> <p>The school will extend this goal in 2015.</p>
School Culture	<p>Achieved.</p> <p>The school met all of its goals related to attendance and the School Opinion Survey.</p> <p>The school will keep Attendance as a "maintenance" goal in 2015.</p>
Improve Writing Results	<p>Mostly Achieved.</p> <p>The school provided PD to teachers around the Seven Steps to Writing and implemented the VCOP strategy. The school met its Writing targets relating to NAPLAN National Minimum Standards, but did not meet the targets for Upper Two Bands.</p> <p>The school will extend this goal in 2015.</p>

### Future outlook

1. Quality Teaching Practices
2. Writing
3. Maintain Reading Improvement
4. Maintain Numeracy Improvement
5. Maintain Attendance Rates

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	403	188	215	91%
2013	411	196	215	91%
2014	377	188	189	88%

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 4%). A very small number of students have English as a Second Language.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	20	20	20
Year 4 – Year 7 Primary	17	15	21
Year 7 Secondary – Year 10	24	19	19
Year 11 – Year 12	8	10	13

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	17	15	8
Long Suspensions - 6 to 20 days	4	1	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	1	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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.

Year 11-12 students are able to select courses from 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 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, 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.

### Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	91%	100%	97%
this is a good school (S2035)	100%	96%	97%
their child likes being at this school* (S2001)	91%	92%	94%
their child feels safe at this school* (S2002)	95%	88%	97%
their child's learning needs are being met at this school* (S2003)	86%	92%	89%
their child is making good progress at this school* (S2004)	90%	91%	92%
teachers at this school expect their child to do his or her best* (S2005)	86%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	91%	97%
teachers at this school motivate their child to learn* (S2007)	86%	91%	94%
teachers at this school treat students fairly* (S2008)	86%	95%	91%
they can talk to their child's teachers about their concerns* (S2009)	91%	96%	97%
this school works with them to support their child's learning* (S2010)	86%	96%	97%
this school takes parents' opinions seriously* (S2011)	89%	86%	94%
student behaviour is well managed at this school* (S2012)	90%	74%	94%
this school looks for ways to improve* (S2013)	95%	91%	94%
this school is well maintained* (S2014)	91%	96%	92%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	71%	84%	89%
they like being at their school* (S2036)	70%	79%	90%
they feel safe at their school* (S2037)	81%	87%	92%
their teachers motivate them to learn* (S2038)	90%	85%	94%
their teachers expect them to do their best* (S2039)	95%	94%	97%
their teachers provide them with useful feedback about their school work* (S2040)	86%	91%	93%
teachers treat students fairly at their school* (S2041)	70%	74%	86%
they can talk to their teachers about their concerns* (S2042)	71%	75%	83%
their school takes students' opinions seriously* (S2043)	72%	78%	89%
student behaviour is well managed at their school* (S2044)	64%	67%	76%
their school looks for ways to improve* (S2045)	83%	88%	95%
their school is well maintained* (S2046)	81%	87%	93%
their school gives them opportunities to do interesting things* (S2047)	82%	84%	87%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		98%	82%
students are encouraged to do their best at their school (S2072)		98%	98%
students are treated fairly at their school (S2073)		100%	96%
student behaviour is well managed at their school (S2074)		98%	88%
staff are well supported at their school (S2075)		98%	88%
their school takes staff opinions seriously (S2076)		95%	92%
their school looks for ways to improve (S2077)		100%	98%
their school is well maintained (S2078)		100%	90%
their school gives them opportunities to do interesting things (S2079)		95%	94%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the 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.

### Involving parents in their child's education

Communication with parents takes place regularly through the school newsletters 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 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	289,571	0
2012-2013	369,673	100
2013-2014	331,013	0

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.

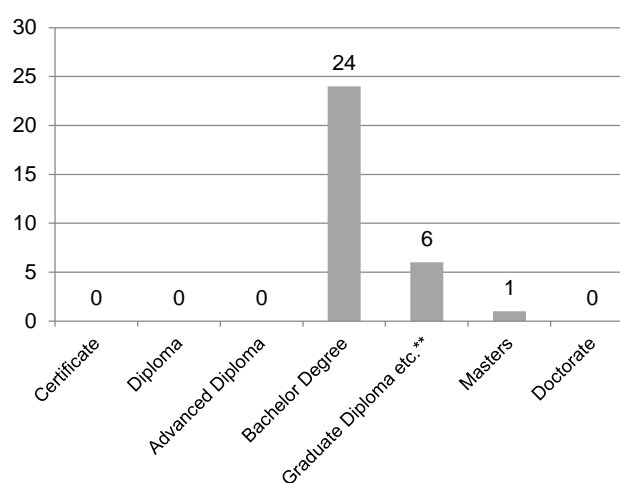
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	31	25	<5
Full-time equivalents	30	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.**	6
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.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$46 243

The major professional development initiatives are as follows:

- Explicit Instruction
- VCOP
- Seven Steps to Writing
- First Aid

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

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

From the end of the previous school year, 90% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	91%	91%

The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

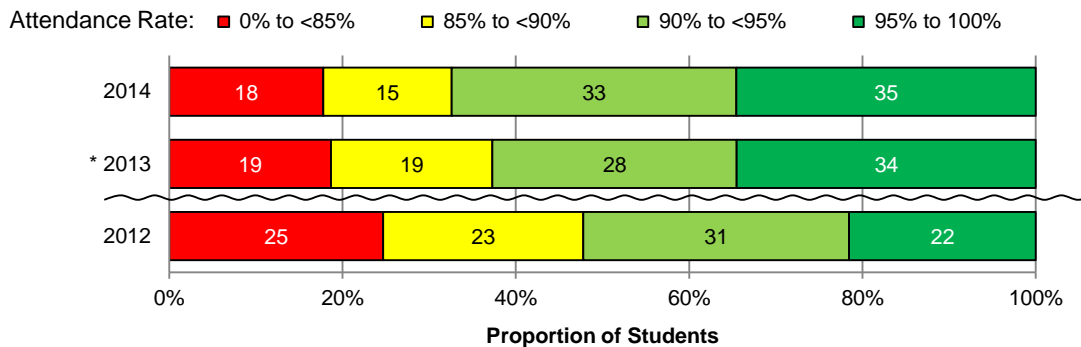
Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	88%	90%	89%	90%	92%	89%	90%	87%	89%	87%	85%	88%
2013	91%	93%	92%	91%	90%	92%	91%	91%	87%	88%	90%	87%
2014	92%	92%	92%	92%	91%	90%	90%	90%	89%	89%	90%	92%

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 after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

### 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 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

In 2014, the gap in attendance rates between indigenous and non-indigenous students continued to reduce to 1.4%. In years 5 and 12, there were no indigenous students, with no more than 1 or 2 students in other year levels. 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	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	55%	57%	54%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	12	8	14
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	2	1	6
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	6	4	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	11	8	12
Number of students awarded an Australian Qualification Framework Certificate II or above.	8	5	6
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	10	8	14
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%	100%	67%
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.	92%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	

As at 19 February 2015. The above values exclude VISA students.

### Overall Position Bands (OP)

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
2012	0	1	1	0	0
2013	0	0	1	0	0
2014	0	1	3	2	0

As at 19 February 2015. 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
2012	11	8	0
2013	6	5	1
2014	11	6	0

As at 19 February 2015. The above values exclude VISA students.

The Cert I courses offered in 2014 were: Work Education; Business; Engineering 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 school 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.