



Mount Isa Central State School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Mount Isa Central State School, a 'small school making a big difference', is an innovative, co-educational and exciting learning community. At Mount Isa Central State School, we are committed to ensuring all children have life long learner skills in literacy and numeracy. Our curriculum encourages life long learning through the development of thinking skills, problem-solving skills, literacy and numeracy skills, technology, communication skills and the ability to work co-operatively in a variety of groups. Our staff and students enjoy the challenge of setting personalised learning goals. Mount Isa Central State School is focussed on creating high quality educational programs for all students, with curriculum offerings across all Key Learning Areas, within an inviting, safe and supportive environment.

Principal's Foreword

Introduction

This report aims to present data regarding the achievements of the school, curriculum offerings, student achievement and perceptions about the school.

Our School Improvement Agenda for 2017 was:

- **Reading**
 - Weekly classroom walk throughs **ACHIEVED**
 - Conduct data meetings with staff twice per term **ACHIEVED**
 - Review School Reading program **ACHIEVED**
 - Provide continued professional development **ACHIEVED**
 - Upskill and develop new staff with School's Reading Model and Program **ACHIEVED**
 - Reading intervention with identified below benchmark students **ACHIEVED**
 - Model and Co-teach to improve teacher capacity in classrooms **ACHIEVED**
- **Mathematics**
 - All teachers participate in professional development **ACHIEVED**
 - Present professional development on identifying components of the Mathematics Curriculum, Pre-assessment tasks and Numeracy Blocks **ACHIEVED**
 - Lead co-reflect session with leadership team fortnightly **ACHIEVED – all classes**
- **Community Relationships**
 - Implement improvement strategies through communication at parades, open sessions, SMS notifications, newsletter, newspaper and social media **ACHIEVED**
 - Continue to establish and maintain links with Community partnerships: Adopt-a-cop, PLO, School Chaplain Liaise with Elders, Families and Community members to plan NAIDOC Program that relates to our local environment **ACHIEVED**
 - Introduction and regular information shared in Newsletter **ACHIEVED**
 - Regular feedback/ communication home through use of term class newsletter, phone or email with parent/caregivers **ACHIEVED**
 - Parent/Caregiver helpers are invited and encouraged to assist in the classroom.
 - Moderation across the Mount Isa schools once per term **ACHIEVED**
 - Update and maintain the school website **ACHIEVED**
 - Investigate and implement social media communication platforms **ACHIEVED**
 - Crossing Cultures workshop for all staff **ACHIEVED**
 - NAIDOC Celebrations **ACHIEVED**
 - Collaboration with Rodeo Float and cultural events **NO RODEO FLOAT; CULTURAL EVENTS – ACHIEVED**

- **Attendance**
 - Provide professional development regarding roll marking and updated, new policies in relation to attendance **ACHIEVED**
 - Ensure all staff are consistent in practices and procedures **ACHIEVED**
 - Embed attendance policy and practices on parade **ACHIEVED**
 - Reward 100% attenders in each class with raffle prize **ACHIEVED**
 - Acknowledge and reward whole class term attendance at parade **ACHIEVED**
 - Acknowledge highest whole class attendance at parade **ACHIEVED**
 - Celebration for those students who achieved 93% and higher **ACHIEVED**
- **Quality Teaching and Learning**
 - Teachers to utilise the AITSL self-reflection tool to identify and develop their PDPP **SOME ACHIEVED**
 - Regular staff, year level cohort and leadership meetings assist in identifying the curriculum and literacy demands of ACARA and C2C resources to inform instruction **ACHIEVED**
 - Teachers are provided professional development of the Gradual Release of Responsibility teaching model to implementation in their classroom **ACHIEVED**
 - Implementation of Pre-tests by classroom teachers to identify learning misconceptions with Number and Algebra. Introduce Warm-ups using pre-test data to design authentic and targeted learning **ACHIEVED**
 - Teachers are released from class to co-plan and co-reflect with HOC, STLAN and Master Teacher Coaches **ACHIEVED**
 - Lead teachers are released and trained to become Teacher Mentors and Coaches of the Instructional Coaching Cycle **ACHIEVED**
- **Learning Walls**
 - Provide professional development on how to co-construct learning walls with teachers **ACHIEVED**
 - Additional support for new teachers to the school
 - Constructive feedback conventions **ONGOING**
 - Pin-boards to be purchased to ensure all classrooms allow for learning walls **ACHIEVED**
 - Physical consumable resources for creation of the learning walls **ONGOING**
 - Camera or iPad for collection of data **NOT ACHIEVED**

Future Outlook

The school will continue to implement current initiatives as well as focus on new areas that support and foster Mount isa Central State School's vision for education excellence.

IMPROVEMENT AGENDA ITEM	TARGET	TIMELINE
Attendance	100% of student will have 93% attendance rate or better	By the end of 2018
School Responsible Behaviour Plan	<10% Parents/Carers and <5% Students believe behaviour is not well managed <2% Students with SDA	
Writing	School writing program is developed. School writing program is implemented to all year levels.	By the end of Term 2 2018 By the end of 2018
EA/LD	95% marker students are achieving a C or above in English. 100% marker students are achieving a C or above in English.	By the end of 2018

Mathematics	95% of students achieving benchmark in mathematics. 100% of all students improving on pre-test.	By the end of the year
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Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	227	115	112	60	84%
2016	202	102	100	56	85%
2017	203	112	91	75	84%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The 2017 student population was very similar to our 2015 cohort with very diverse backgrounds. The student population had 34.3% of students who identified as an Aboriginal or Torres Strait Islander. Some of the indigenous spoke English as a second language. Mount Isa Central State School's multi-cultural student population reflected a variety of socio-economic backgrounds and religious beliefs.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	20	21	24
Year 4 – Year 6	23	24	22
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Each classroom teacher teaches their class:

- English
- Mathematics

- Science, and
- HASS.

We have specialist teachers who cover:

- ARTS
- HPE
- Technology

Some Co-curricular Activities that students are subjected to:

- Instrumental Music
- NAIDOC Day
- Harmony Day
- Interschool Sport (soccer, touch football, netball, rugby league, softball, AFL, futsal)
- Under 8 Day
- Swimming, Athletics, Cross Country
- Transition to Junior Secondary activities

How Information and Communication Technologies are used to Assist Learning

In 2017 all students in Prep-Year 6 had access to computers in their classroom. The library has a computer laboratory that accommodated whole class ICT applications and operated a timetable system for classes to access. A class set of iPads were purchased for use. The iPads were mainly used in the Prep and Year 1 classrooms. Digital pedagogy enhanced the engagement of students in class activities.

Social Climate

Overview

Mount Isa Central State School provided a caring and supportive environment for all students, staff and parents/carers. The Supportive Responsible Behaviour Plan was updated in 2016 to underpin the behaviour management policies of our school. Play is the Way mythology, led by all staff, supported the students' social skills acquisition. The Chaplain led the Fun Friends program for identified students. The school wide behaviour matrix was taught in all year levels. Parents and carers were actively encouraged to be involved in the planning for solutions for behaviour issues and contributed to the development of individual behaviour plans. Students who required support with learning, or those identified as at risk of not reaching their potential, were provided with school based support and were also referred to community agency support.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	80%
their child likes being at this school* (S2001)	100%	100%	80%
their child feels safe at this school* (S2002)	100%	100%	80%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	80%
student behaviour is well managed at this school* (S2012)	100%	100%	80%
this school looks for ways to improve* (S2013)	100%	92%	80%
this school is well maintained* (S2014)	100%	85%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	97%	100%
they like being at their school* (S2036)	88%	94%	97%
they feel safe at their school* (S2037)	94%	94%	100%
their teachers motivate them to learn* (S2038)	98%	99%	100%
their teachers expect them to do their best* (S2039)	98%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	93%
teachers treat students fairly at their school* (S2041)	84%	91%	97%
they can talk to their teachers about their concerns* (S2042)	85%	82%	93%
their school takes students' opinions seriously* (S2043)	84%	91%	86%
student behaviour is well managed at their school* (S2044)	66%	84%	90%
their school looks for ways to improve* (S2045)	96%	97%	100%
their school is well maintained* (S2046)	89%	94%	100%
their school gives them opportunities to do interesting things* (S2047)	89%	86%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	95%	95%
they feel that their school is a safe place in which to work (S2070)	94%	100%	95%
they receive useful feedback about their work at their school (S2071)	89%	80%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	75%
students are encouraged to do their best at their school (S2072)	100%	100%	94%
students are treated fairly at their school (S2073)	100%	90%	89%
student behaviour is well managed at their school (S2074)	94%	55%	89%
staff are well supported at their school (S2075)	94%	95%	94%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
their school takes staff opinions seriously (S2076)	76%	90%	89%
their school looks for ways to improve (S2077)	100%	95%	94%
their school is well maintained (S2078)	94%	95%	89%
their school gives them opportunities to do interesting things (S2079)	94%	75%	95%

* Nationally agreed student and parent/caregiver items

'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

Parents and carers at Mount Isa Central State School are integral in the development of students' academic and social growth. Parents and carers were involved in curriculum activities, a positive reading program, culminating activities for C2C units, celebrations such as Harmony Day and NAIDOC Day, sports events, P&C, weekly parades, homework interactions and student presentations. Parents and carers of all students were also included in consultation for the development of Individual Curriculum Plans and Individual Behaviour Plans.

Respectful relationships programs

The school has developed and implemented lessons that focus on appropriate, respectful and healthy relationships. These lessons have been incorporated into the Play is the Way program that our school implements and through day to day discussions that staff have with our students. Our School Chaplain, Guidance Officer and PLU (Positive Learning Unit) staff also assist in this area.

Staff have been provided with professional development in line with trauma based practices, student protection and domestic violence issues. This knowledge and understanding assists with working with our students to consider their academic, social and emotional needs.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	7	9	6
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

Mount Isa Central State School actively promotes sustainability. Water usage was decreased due to the successful installation of a tank in 2015 to maximize the use of the bore water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	144,632	5,012
2015-2016	137,414	2,779
2016-2017	157,141	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	22	19	<5
Full-time Equivalents	21	14	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$37 714.68.

The major professional development initiatives are as follows:

- Developing Teacher Capability – Instructional Coaching
- Behaviour Management
- EA/LD
- Gradual Release of Responsibility
- ICT
- English unit planning
- Beginning Teacher Mentoring
- Inclusive education and ICPs
- Diverse Learning

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	90%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	83%	83%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

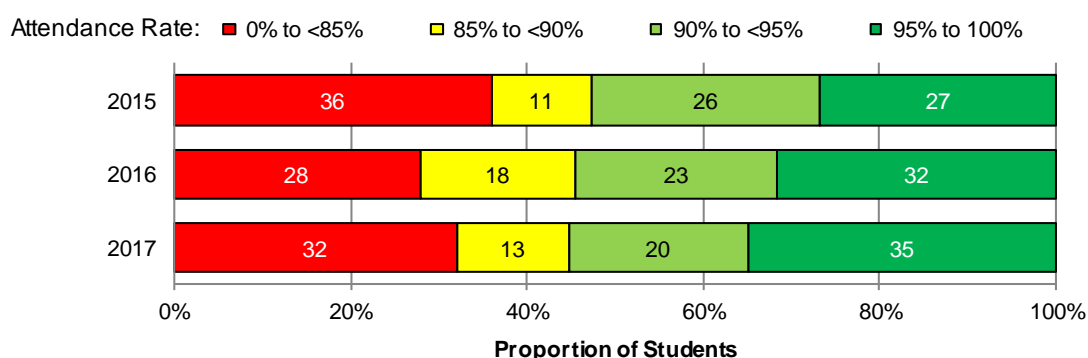
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	89%	87%	90%	88%	86%	89%	91%						
2016	89%	89%	92%	91%	91%	88%	89%						
2017	87%	87%	87%	90%	88%	88%	89%						

*Attendance rates effectively count 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.

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Mount Isa Central State School's Every Day Counts framework encourages students to attend school every day and on time. Strategies to support optimum attendance are:

- Engaging class programs and activities
- A safe and supportive school environment
- Regular feedback to parents and teachers on attendance statistics
- Promotion of Every Day counts values on parade and in the newsletters
- Monitoring of absences and lateness and follow up procedures
- Home visits by the Principal and the Aboriginal Teacher Assistant
- Roll marking twice daily

NAPLAN

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**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.

Conclusion

Mount Isa Central State School – a small school making a big difference.

Join our team in assisting our students to learn and grow.