|  |
| --- |
| 1067 |
| Mount Isa Central State School |
| ANNUAL REPORT |
| 2018 |
| Queensland State School Reporting |
| Every student succeeding  State Schools Strategy  Department of Education |

|  |
| --- |
| Contact information |
|  |

|  |  |
| --- | --- |
| Postal address | 49 Miles Street Mount Isa 4825 |
| Phone | (07) 4437 3222 |
| Fax | (07) 4743 2678 |
| Email | principal@mtisacentralss.eq.edu.au |
| Webpages | Additional information about Queensland state schools is located on:   * the [*My School*](http://www.myschool.edu.au/) website * the [Queensland Government data](http://data.qld.gov.au/) website * the Queensland Government [schools directory](https://schoolsdirectory.eq.edu.au/) website. |
| Contact person | Andrea Whelan, Principal |

|  |
| --- |
| From the Principal |
|  |

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.

School progress towards its goals in 2018

**Reading**

- Weekly classroom walk throughs ACHIEVED

- Conduct data meetings with staff twice per term ACHIEVED

- Embed 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

**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

**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

Our improvement priorities for 2019 include:

|  |  |  |
| --- | --- | --- |
| **IMPROVEMENT AGENDA ITEM** | **TARGET** | **TIMELINE** |
| Writing | All students are to be taught writing through effective teaching from all classroom teachers |  |
| 90% of students to receive a C or better each term |  |
| Inclusion and Differentiation | All students to be considered for inclusion and differentiation and this applied to their learning if required. |  |

|  |
| --- |
| Our school at a glance |
|  |

School profile

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Coeducational or single sex | Coeducational | | | |
| Independent public school | No | | | |
| Year levels offered in 2018 | Prep Year - Year 6 | | | |
| Student enrolments |  | | | |
| Table 1: Student enrolments at this school |  | | | |
| Enrolment category | 2016 | 2017 | 2018 | Notes:  1. Student counts are based on the Census (August) enrolment collection.  2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.  3. [pre-Prep](https://earlychildhood.qld.gov.au/early-years/kindergarten-programs/kindergarten-in-indigenous-communities) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school. |
| Total | 202 | 203 | 254 |
| Girls | 102 | 112 | 136 |
| Boys | 100 | 91 | 118 |
| Indigenous | 56 | 75 | 132 |
| Enrolment continuity (Feb. – Nov.) | 85% | 84% | 85% |

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Mount Isa Central State School student population is a diverse group of young people from a wide range of cultural and socio/economic backgrounds. The student population is approximately 48.4% Indigenous (Aboriginal and Torres Strait Islander). The remaining 51.6% of our students come from a range of cultural backgrounds including but not limited to Anglo-Saxon, Maori, a range of Pacific Islands, and Asian and Latin American origins.

Our student populations is drawn from across the Mount Isa City region with a majority of our students living in the suburban area surrounding our school and within walking distance to the school. They come to us from families employed families and state government departments and the unemployed.

2.5% of our students are verified as having a disability. These disabilities include: Intellectual Impairment, Autistic Spectrum Disorder and Hearing Impairment.

Average class sizes

Table 2: Average class size information for each phase of schooling

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Phase of schooling | 2016 | 2017 | 2018 | Note:  The [class size](https://qed.qld.gov.au/publications/reports/statistics/schooling/schools) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target. |
| Prep – Year 3 | 21 | 24 | 23 |
| Year 4 – Year 6 | 24 | 22 | 29 |
| Year 7 – Year 10 |  |  |  |
| Year 11 – Year 12 |  |  |  |

Curriculum delivery

Our approach to curriculum delivery

Each classroom teacher teachers their class:

* English
* Mathematics
* Science, and
* HASS.

We have specialist teachers who cover:

* ARTS
* HPE
* Technology

Co-curricular activities

**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 2018 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 are able to be used within classrooms. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| * their child is getting a good education at school (S2016) | 100% | 100% | 75% |
| * this is a good school (S2035) | 100% | 80% | 75% |
| * their child likes being at this school\* (S2001) | 100% | 80% | 75% |
| * their child feels safe at this school\* (S2002) | 100% | 80% | 81% |
| * their child's learning needs are being met at this school\* (S2003) | 100% | 100% | 75% |
| * their child is making good progress at this school\* (S2004) | 100% | 100% | 75% |
| * teachers at this school expect their child to do his or her best\* (S2005) | 100% | 100% | 75% |
| * teachers at this school provide their child with useful feedback about his or her school work\* (S2006) | 100% | 100% | 73% |
| * teachers at this school motivate their child to learn\* (S2007) | 100% | 100% | 75% |
| * teachers at this school treat students fairly\* (S2008) | 100% | 80% | 69% |
| * they can talk to their child's teachers about their concerns\* (S2009) | 100% | 100% | 75% |
| * this school works with them to support their child's learning\* (S2010) | 100% | 100% | 69% |
| * this school takes parents' opinions seriously\* (S2011) | 100% | 80% | 69% |
| * student behaviour is well managed at this school\* (S2012) | 100% | 80% | 69% |
| * this school looks for ways to improve\* (S2013) | 92% | 80% | 73% |
| * this school is well maintained\* (S2014) | 85% | 100% | 75% |
| \* 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. | | | |

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| * they are getting a good education at school (S2048) | 97% | 100% | 88% |
| * they like being at their school\* (S2036) | 94% | 97% | 90% |
| * they feel safe at their school\* (S2037) | 94% | 100% | 67% |
| * their teachers motivate them to learn\* (S2038) | 99% | 100% | 92% |
| * their teachers expect them to do their best\* (S2039) | 99% | 97% | 94% |
| * their teachers provide them with useful feedback about their school work\* (S2040) | 91% | 93% | 94% |
| * teachers treat students fairly at their school\* (S2041) | 91% | 97% | 87% |
| * they can talk to their teachers about their concerns\* (S2042) | 82% | 93% | 80% |
| * their school takes students' opinions seriously\* (S2043) | 91% | 86% | 80% |
| * student behaviour is well managed at their school\* (S2044) | 84% | 90% | 57% |
| * their school looks for ways to improve\* (S2045) | 97% | 100% | 91% |
| * their school is well maintained\* (S2046) | 94% | 100% | 78% |
| * their school gives them opportunities to do interesting things\* (S2047) | 86% | 90% | 96% |
| \* 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. | | | |

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| * they enjoy working at their school (S2069) | 95% | 95% | 88% |
| * they feel that their school is a safe place in which to work (S2070) | 100% | 95% | 82% |
| * they receive useful feedback about their work at their school (S2071) | 80% | 89% | 75% |
| * they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 75% | 75% |
| * students are encouraged to do their best at their school (S2072) | 100% | 94% | 88% |
| * students are treated fairly at their school (S2073) | 90% | 89% | 65% |
| * student behaviour is well managed at their school (S2074) | 55% | 89% | 41% |
| * staff are well supported at their school (S2075) | 95% | 94% | 82% |
| * their school takes staff opinions seriously (S2076) | 90% | 89% | 82% |
| * their school looks for ways to improve (S2077) | 95% | 94% | 94% |
| * their school is well maintained (S2078) | 95% | 89% | 88% |
| * their school gives them opportunities to do interesting things (S2079) | 75% | 95% | 82% |
| \* 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of school disciplinary absence | 2016 | 2017 | 2018 | Note:  School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school. |
| Short suspensions – 1 to 10 days | 9 | 6 | 4 |
| Long suspensions – 11 to 20days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of enrolment | 0 | 0 | 0 |

Environmental footprint

Reducing this 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. With an increased outflow from the bore, we have further reduced our reliance on town water.

Strategies that have been implanted to encourage environmentally sustainable practices include:

* decreased in water usage due to repairs to the school bore and major water leaks
* turning off lights and airconditioning when not in use
* planting water resistant and native trees

Staff awareness was raised to ‘rethink’ the use of airconditioners on cooler days of the year to encourage reduction in electricity consumption and associated costs.

Staff and students continue to maintain links with community in order to reduce our environmental impact. We maintain a strong relationship with Mount Isa City Council and LEAD Alliance to create and participate in activities such as Walk/Ride to School and Safe Travel, which are encourged each year.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 | Note:  Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school’s environmental footprint.  \*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. |
| --- | --- | --- | --- | --- |
| Electricity (kWh) | 137,414 | 157,141 | 149,813 |
| Water (kL) | 2,779 |  | 2,498 |
|  |  |  |  |

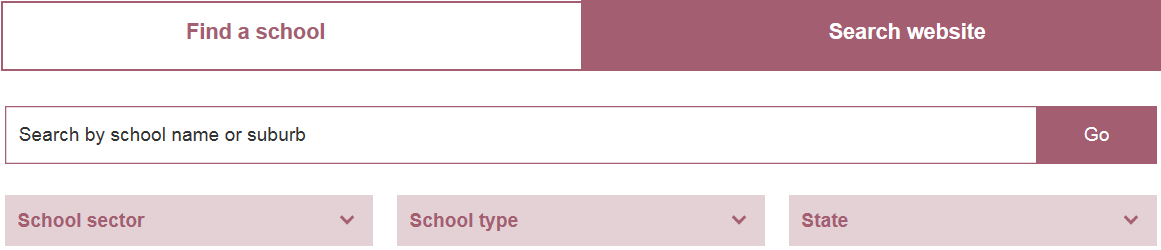
School funding

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*](http://www.myschool.edu.au/) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘Finances’ and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school’s financial information.

|  |
| --- |
| Our staff profile |
|  |

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff\* | Non-teaching staff | Indigenous\*\* staff |
| --- | --- | --- | --- |
| Headcounts | 22 | 19 | 5 |
| Full-time equivalents | 22 | 14 | 5 |
| \*Teaching staff includes School Leaders.  \*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia. | | | |

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications | \*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate. |
| --- | --- | --- |
| Doctorate |  |
| Masters | 3 |
| Graduate Diploma etc.\* |  |
| Bachelor degree | 14 |
| Diploma |  |
| Certificate |  |

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $39 429.83

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 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2016 | 2017 | 2018 |
| --- | --- | --- | --- |
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 97% | 97% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

|  |
| --- |
| Performance of our students |
|  |

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

|  |  |  |  |
| --- | --- | --- | --- |
| Description | 2016 | 2017 | 2018 |
| Overall attendance rate\* for students at this school | 90% | 88% | 85% |
| Attendance rate for Indigenous\*\* students at this school | 83% | 83% | 80% |
| \* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).  \*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia. | | | |

Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 |  | Year level | 2016 | 2017 | 2018 | Notes:  1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.  2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).  3. DW = Data withheld to ensure confidentiality. |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Prep | 89% | 87% | 84% |  | Year 7 |  |  |  |
| Year 1 | 89% | 87% | 86% |  | Year 8 |  |  |  |
| Year 2 | 92% | 87% | 83% |  | Year 9 |  |  |  |
| Year 3 | 91% | 90% | 86% |  | Year 10 |  |  |  |
| Year 4 | 91% | 88% | 86% |  | Year 11 |  |  |  |
| Year 5 | 88% | 88% | 85% |  | Year 12 |  |  |  |
| Year 6 | 89% | 89% | 89% |  |  |  |  |  |

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

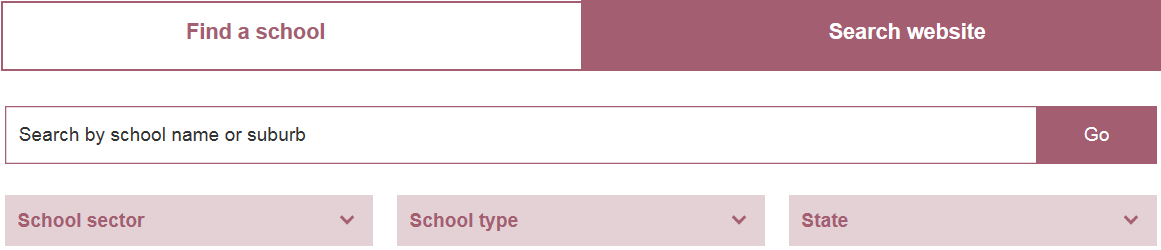
Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [*Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*](http://ppr.det.qld.gov.au/education/management/Pages/Managing-Student-Absences-and-Enforcing-Enrolment-and-Attendance-at-State-Schools.aspx); and [*Roll Marking in State Schools*](http://ppr.det.qld.gov.au/education/management/Pages/Roll-Marking-in-State-Schools.aspx)*,* which outline processes for managing and recording student attendance and absenteeism.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [*My School*](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



1. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.



1. Click on ‘NAPLAN’ to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school’s NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.nap.edu.au/naplan)) is an annual assessment for students in Years 3, 5, 7 and 9.