

Mount Isa Central State School (1067)

Queensland State School Reporting

2012 School Annual Report



Postal address	49 Miles Street Mount Isa 4825
Phone	(07) 4437 3222
Fax	(07) 4743 2678
Email	the.principal@mtisacenss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Principal Chris Erbacher

Principal's foreword

Introduction

Our 2012 School Report will outline the development and value added to the outcomes for all students at Mount Isa Central State School during 2012. Throughout the year of 2012, the school community engaged with planning and processes, to create our long term strategic document, known as the Quadrennial School Review. This document clearly outlines our values, goals and strategies for meeting the individual needs of students throughout our part of their educational journey, and establishes a firm basis of consensus for future school development.

During our 88th year of operation as a school, the school was able to consolidate the considerable gains in student achievement and service to our community that have been made over the years. All staff continued to refine their teaching practise as professionals and build on the successes of 2011.

The school also finalised many long term projects and began a new phase of commitment to high quality teaching and learning for our diverse student cohort. Many areas of data improvement have highlighted the successful practises that the school has established and we are moving in 2013 to extend these successes and build stronger more responsive professionalism and practises.

School progress towards its goals in 2012

Our core goals for 2012 were met through a variety of strategies, and their success is measured within the context of parental participation at the school. Through partnerships between parents, students and staff, very strong teaching and learning practises were established consistently across all classrooms. This led to a dramatic increase in student achievement across a broad range of domains and significantly improved the culture within the school.

Goal	Comment
Implement the Australian Curriculum through contextualised C2C program, linked to explicit Assessment and Reporting	The school has successfully implemented the Australian Curriculum across all junctures and developed responsive and differentiated curriculum plans for all classes.
Develop and implement whole school reading program	The School has successfully implemented a cohesive and differentiated reading program, that encourages students to take ownership of their reading achievement, celebrates success and is explicit to all community members

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Develop school infrastructure and maintenance program	The School has successfully completed an infrastructure plan, that encompasses the maintenance needs of the school facilities and builds capacity for future development
Build a Coaching model of practise for capacity development	The School continues to embed the practise of classroom walkthroughs, dedicated coaching sessions, Watching Others Work program and Language Leaders program.
Maximise student attendance through enacting systemic policies and positive reward structures	The School has seen a significant improvement in its attendance data for students with 85% - 100% consistent attendance. The numbers of students who are within the lower 75% of attendance have individual management plans and the school works diligently to remove all obstacles to successful student attendance. At the end of 2012, the school had 6% of students who had maintained a perfect attendance record throughout the year. They received a significant reward of a KMART gift voucher.
Develop and create Quadrennial School Review process that has strong participation and links with the community	The school successfully completed a robust and participatory QSR process.

Future outlook

In 2013 our school community will continue to embed the progress made throughout 2012, with quality teaching and learning focusing on our core priority of reading across the curriculum. The school will continue to develop its curriculum across all Key Learning Areas through adapting and implementing the Australian Curriculum through the C2C, and link it with a consistent assessment and data collection framework.

As a school we will continue to build on our successes in 2012 in the area of developing productive partnerships with community stakeholders and focus on building these relationships to improve student attendance and retention. We will expand and celebrate the pluralistic nature of our school community through regular engagement with key members of each community group, and provide avenues for them to engage with the school community.

The school will continue to develop its commitment to high quality teaching and learning, through integrating our professional develop and capacity building program. With the implementation of a regular five week data cycle to provide teachers with explicit goals for student achievement and encourage student ownership of their learning, these plans will become informed and directed discussions about enhancing student achievement through creating the strongest possible workforce.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	209	106	103	86%
2011	211	112	99	81%
2012	214	114	100	87%

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

Characteristics of the student body:

Mount Isa Central State School has a highly pluralistic community, with a broad range of cultures represented across all classroom cohorts. We celebrate individual cultures and encourage all students to be proud of their own individual backgrounds, homelands and language. The school across 2012, maintained student ratios of a third of students coming from Pacific Rim nations, a third of students from Indigenous Cultural backgrounds and a third of students from Anglo Saxon, multinational backgrounds. The harmony and cultural sharing across the school is very positive and highly rewarding for all students, who learn, laugh and play daily in cultural harmony.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	21	25	22
Year 4 – Year 10	26	24	23

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	43	39	26
Long Suspensions - 6 to 20 days	12	5	3
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings:

At Mount Isa Central State School we offer a broad range of extra-curricular and distinctive offerings to students.

Some examples of these:

Harmony Day

Daffodil Day

Australia's Biggest Morning Tea

Healing Day/Sorry Day

Naidoc

Interschool and District Sports/Athletics

Perceptual Motor Development Programs for junior school students

Instrumental Music & Choir

Drum Beat program

Books In Homes

Extra curricula activities

Students have many opportunities to engage with extracurricular activities. As a school we value and support the Arts, Sports, and Community events.

Each year there is a camp for students in the senior school, and every second camp is a major camp to the South East Corner of Queensland, where students engage with the University of Queensland, Parliament House, the Science Centre and other exciting and engaging learning activities.

The school encourages students to engage with community programs regularly such as:

Anzac Day March and Ceremony

Harmony Day

Rock Pop Mime

Optiminds

Music Eisteddfod

Rodeo Festival

Xstrata Mining Expo

Under 8's Day celebrations

Former Origin Greats Careers Expo

Leukaemia Colour for a Cure

District and Regional Athletics and Sport

How Information and Communication Technologies are used to assist learning

ICT equipment is used daily by students and staff to support learning. Each classroom in the junior grades has access to whole class sets of computers where they engage with literacy and numeracy programs, which are self-paced and able to be accessed from home to support learning. Each classroom is equipped with an interactive whiteboard which teachers use to access information, learning objects and videos based on curriculum objectives to enhance learning. Students are expected to use ICT equipment to create documents, presentations, and websites to demonstrate learning and to align their skill sets within a formal teaching and learning program. Senior students access websites and interactive programs to enhance skill development in specific targeted areas of literacy and numeracy. They research information through the internet to develop understandings of content and current affairs from across the world, and then transform this information to demonstrate their understandings of content knowledge.

Throughout 2012, we audited and consolidated our ICT infrastructure and created an action plan for 2014 implementation of a 24/7 learning program for students and families to access.

Our school at a glance

Key features of this program include:

School supported integration of Mathletics, Reading Eggs and other online programs for development of literacy and numeracy, that students and families can access at any time

Development and implementation of Ed Studio suites of work for upper level classrooms

Development of IPAD curriculum for the junior Prep student classrooms

Integration of higher ratios of computers within the classroom settings

Expansion of communication with parents through exploring school usage of social media

Expansion of critical ICT literacy skills within the classroom curriculum

Social climate

The school has continued to develop a tolerant and inclusive environment for students to engage in positive learning outcomes. The behaviour management program is based on positive reinforcement of student attendance and achievement, with regular awards and letters home to parents celebrating student success. Staff at the school approach behaviour management in a positive behavioural change model, where they actively work to develop students social skill sets at the same time as setting high expectations on student achievement.

Pastoral care programs within the school, are based on researched programs that provide age appropriate guidelines for develop positive social behaviours. Students are encouraged to develop individual skills in resilience, organisation, effort and getting along, negative behaviours are highlighted to the students and parents so that they can develop alternative behaviours to avoid negative consequences. The Student Services Committee meets regularly to ensure that we are providing equitable and relevant support to all students as individuals across the school and maintaining a positive and achievement based approach to social development and skill.

Parent, student and staff satisfaction with the school

Parents, students and staff continue to celebrate the success of the school and have demonstrated this through a higher engagement within the school programs. Each week more and more parents attend school events and provide support for classrooms in creating a harmonious and positive space.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	94.1%
their child likes being at this school*	94.1%
their child feels safe at this school*	94.1%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	93.8%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	94.1%

Our school at a glance

this school works with them to support their child's learning*	94.1%
this school takes parents' opinions seriously*	88.2%
student behaviour is well managed at this school*	82.4%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	93.0%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	97.4%
teachers treat students fairly at their school*	97.6%
they can talk to their teachers about their concerns*	82.5%
their school takes students' opinions seriously*	95.1%
student behaviour is well managed at their school*	82.5%
their school looks for ways to improve*	95.3%
their school is well maintained*	97.7%
their school gives them opportunities to do interesting things*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	78.3%
with the individual staff morale items	92.4%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents and Caregivers are regularly welcomed into the school and classroom's to engage directly with their child's education. Each classroom provides parents with regular opportunities to celebrate the end of term units through expo's, open afternoons and morning teas. The school homework policy reflects a system that class teachers provide parents with regular information and updates on what is happening and gives parents an avenue to return correspondence. The school holds a number of events each term that are family friendly and invites parents and relatives to contribute their own time and skills within a positive and social environment.

Some of the activities that parents are encouraged to join us in:

- Picanninies Playgroup for under 5's
- School Disco's
- School excursions
- School Camps
- Reading Programs
- Harmony Day
- Closing the Gap Day
- Classroom Art Programs
- Athletics and Sports Programs
- Rock Pop Mime
- Naidoc Day programs

Reducing the school's environmental footprint

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

With the installation of full school air conditioning, there has been an increase with the amount of kWh's of electricity that the school has used. Through extending our commitment to the solar schools program, we intend to monitor and increase the amount of solar energy the school harnesses to offset the increase of Electricity usage. As we are a Lead Smart school, we have invested heavily with community and council support to ensure that there are minimal areas of open ground, and that the school has a distinct lush appearance. Through we will continue to develop our investigation of tapping an artesian well into the school grounds to further reduce our water consumption for maintaining our gardens and ground cover.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	93,396	2,409
2010-2011	98,998	828
2011-2012	117,958	6,039

Our staff profile

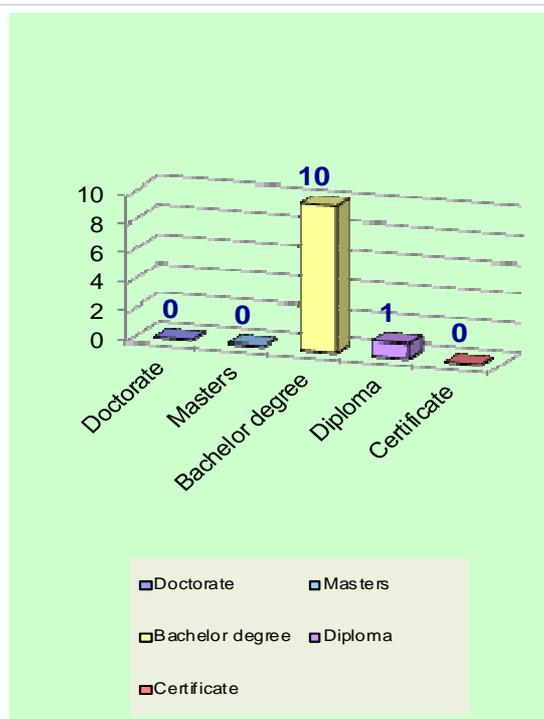
Staff composition, including Indigenous staff

The school works hard to ensure that there is adequate gender, cultural and professional diversity. Within the school context we have a broad range of skills and specializations as well as supporting regional programs for the Mount Isa area.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	24	9	<5
Full-time equivalents	20.3	7.4	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	10
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$39,835. The major professional development initiatives are as follows:

- Ruby Paynes Poverty Training
- ESL Essentials Training
- Embedding Indigenous and Torres Strait Islander Perspectives
- C2C and ACARA curriculum development

Our staff profile

Watching Others Work Program
Literacy and Numeracy Coaching
Language Leaders Program
Deadly Math

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

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.8%	96.3%	97.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 76.4% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

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 web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	87%	89%	91%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

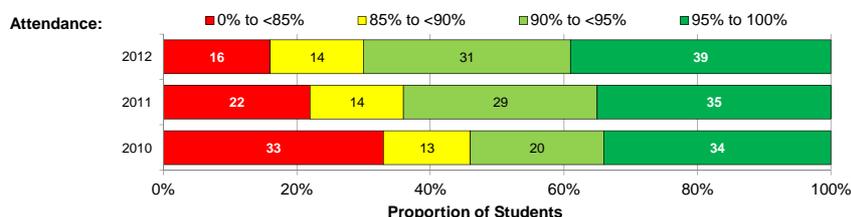
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	86%	89%	85%	83%	85%	91%	89%
2011	90%	90%	90%	88%	93%	85%	93%
2012	89%	93%	92%	93%	86%	98%	92%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Mount Isa Central State School we aim for 100% explained attendance. It is the expectation that parents contact the school within three days of a student absence to confirm that their child was sick on a particular day.

Rolls are marked twice a day in the morning by 9am and again after second break at 2pm. Students who arrive at school after the second morning bell at 8:35 have to attend the office to receive a One School generated late slip. If a student has to attend a medical appointment or is required to leave the school for any reason during the day, parents are asked to go to the office and sign them out. Class teacher's phone student numbers through to the office by 10am so that we can monitor and track attendance and meet workplace health and safety guidelines.

The school regularly monitors and supports student attendance. Prizes are offered to students with 100% attendance and cards are sent to parents. The school reinforces attendance with regular contact with parents and home visits as necessary.

One of the core school value statements:

Attendance + Effort = Achievement

Performance of our students

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/>.

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Achievement – Closing the Gap

Our closing the Gap initiatives continue to be based on long term progressive development of student's across the community. Attendance and achievement are closely linked, and the school works hard within the community to create a positive culturally sensitive atmosphere with high expectations on all students to reach their potential.

Through 2012 the school increased its access to Indigenous and Cultural Elders who work directly in classrooms and with students to create positive support structures and create avenues to develop relationships beyond the school yard fence. The school has also recognised the way in which many Indigenous students from our area have Standard Australian English as a second dialect, and we have made significant progress in developing strategies to help students code switch between texts and settings.

In 2011 the school began to engage with the Bridging the Gap program for developing reading and language practises for all students within the paradigm of explicit teaching of texts. This has seen tremendous improvement in student's engagement with literature of all types and given them explicit skills in breaking texts down and building up their own understandings of the way language works.