Mount Isa Central State School
Queensland State School Reporting
2013 School Annual Report

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Principal's foreword

Introduction

Throughout 2013 Mount Isa Central State School continued to offer a learning enviornment that fostered academic and social-emotional growth for children from Prep to Year 7. The following sections of this report provides a snapshot of Mount Isa Central State School in a range of areas such as academic progress, curriculum implementation and parent, student and staff satisfaction. Readers are encouraged to visit our school website on www.mtisacenss@eq.edu.au to learn more about Mount Isa Central State School.

School progress towards its goals in 2013

- Reading in the lower school
- Australian Curriculum engagement across all KLA's through C2C adaptation and implementation
- Whole-of-school assessment and data collection
- Productive partnerships with school community stakeholders
- High quality teaching practices
- Year 7 to high school transition
- Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students
- Workforce performance development
- Implement School Wide Positive Behaviour Support Program

In 2013 Mount Isa Central State School was highly successful in achieving these goals. Student achievement, as demonstrated on Naplan data, indicated that the percentage of Year 3 students who were at NMS, had improved by 25.4% from 2012 to 2013. Indigenous students made inroads in closing the gap. Although a gap remains in reading, there was a decrease in the gap for reading between Indigenous and non-Indigenous students.

All Australian curriculum subjects were implemented and whole school planning and district moderation developed consistency of implementation and assessment across the school and the district. Teaching practices were further developed by "walk throughs" and feedback.

The P & C body continued to be an active participant in school matters and an Indigenous Elder became "Principal for a Day". The Junior Secondary agenda positively influenced the transition activities for students in the upper school and students attended transition days at Spinifex Junior College.

The Responsible Behaviour for students was reviewed by the school community. Kidsmatter was introduced and positive behaviour awards were reinforced on parade for student "Star of the Week" awards and student/staff "Gotchas".

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Future Outlook

Mount Isa Central State School looks forward to continued improvement in student outcomes. The continued focus will be on improvement of Reading and effectively implementing the Australian Curriculum to develop student's skills across all learning areas. Mount Isa Central will contiue to work closely with the school communty building strong parent/carer/teacher partnerships for improved student learning. The school community will maintain the school's excellent reputation by fostering and supporting a positive school culture. Staff will take responsibility for their own learning and will be supported with coaching and feedback from the leadership team and together our school will maintain high standards.

Key areas for improvement, as defined in the School Implementation Plan for 2014 are:

- Reading
- Australian Curriculum engagement across all KLA's through C2C adaptation and implementation
- Whole-of-school assessment and data collection
- Productive partnerships with school community stakeholders
- High quality teaching practices
- Year 7 to high school transition
- Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students
- Workforce performance development
- Implementation of School Wide Positive Behaviour Support Program
- Development an Integrated Infrastructure plan for the school environment

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School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013:   Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	211	112	99	81%
2012	214	114	100	87%
2013	208	100	108	83%

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

Characteristics of the student body:

Mount Isa Central State School is situated in the town's centre.   Children at Mount Isa Central have diverse socio-economic and ethnic backgrounds. Approximatley 30% of students are Indigenous and approximately 20% are from non-English speaking families. Students from non-English speaking families represent many different countries including Chile, India, New Zealand, Philippines and Sri Lanka. In 2013 our school catered for students with disabilities and these children represented approximately 2% of our student population.

Average Class sizes

	Average Class Size		
Phase	2011	2012	2013
Prep – Year 3	25	22	22
Year 4 – Year 7 Primary	24	23	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2011	2012	2013
Short Suspensions - 1 to 5 days	39	26	12
Long Suspensions - 6 to 20 days	5	3	0

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Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Australian Curriculum was taught in English, Math, Science and History.

Extra curricula activities:

Instrumental music – students may elect to learn percussion, brass, woodwind or strings

NAIDOC Day

Harmony Day

Interschool Sport – students in years 4 - 7 may take soccer, touch football, netball, rugby league, softball or AFL and compete against local primary schools

Under 8's Day - years P – 3 early childhood activities

Book Fair

Anzac Day services and march – whole school observance of Anzac Day

Swimming, Athletics, Cross Country – North West District Interschool Competitions

Transition to High School

How Information, and Communication Technologies are used to assist learning

All students in Years 1 - 7 have access to computers attached to their classroom. The library has a computer lab that accommodates whole class ICT applications and operates on a timetable system for classes to access. Students in Prep have access to a set of ten IPads. Half of the classrooms are fitted with interactive whiteboards and the remaining classes have data projectors to support ICT's. ICT and devices use are embedded in every curriculum area.

Social climate

Mount Isa Central State School provided a caring and supportive environment for all students, parents and staff. The Responsible Behaviour Plan (2013 – 2016) for students underpins the behaviour management policies of Mount Isa Central State School. Students in the early years were taught social skills through collaboration with the Guidance Officer and their teachers using the Fun Friends program. The school wide behaviour matrix was explicitly taught to all year levels. Parents and Carers are actively encouraged to be part of the solution when there a behaviour issue. Students requiring support with learning or those identified as at risk of not reaching their potential have access to school and community support personnel.

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Parent, student and staff satisfaction with the school

As demonstrated in the results below parents, students and staff are very satisfied with all areas of the school.

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

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	100%	96%
they like being at their school* (S2036)	93%	94%
they feel safe at their school* (S2037)	100%	98%
their teachers motivate them to learn* (S2038)	100%	96%
their teachers expect them to do their best* (S2039)	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	97%	96%
teachers treat students fairly at their school* (S2041)	98%	96%
they can talk to their teachers about their concerns* (S2042)	83%	85%
their school takes students' opinions seriously* (S2043)	95%	92%
student behaviour is well managed at their school* (S2044)	83%	88%
their school looks for ways to improve* (S2045)	95%	98%

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their school is well maintained* (S2046)	98%	92%
their school gives them opportunities to do interesting things* (S2047)	100%	98%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	92%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	96%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	73%
student behaviour is well managed at their school (S2074)	68%
staff are well supported at their school (S2075)	83%
their school takes staff opinions seriously (S2076)	78%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	82%

* 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 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

Parents at Mount Isa Cental State School are an intergral in the development of students' academic and social growth. Parents were involved in curriulum activities, supporting learning in the classroom, end of unit celebrations, sporting events, excursions, P & C, weekly parades, homework interactions and student presentations.

Reducing the school's environmental footprint

The school actively promotes sustainability. Additional water usage is attributed to the continuing drought. Electicity usage is problematic given the sustained high temperatures in the ongoing drought.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	98,998	828
2011-2012	117,958	6,039
2012-2013	139,700	13,520

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	20	13	<5
Full-time equivalents	18	11	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.	3
Masters	1
Doctorate	0
Total	**18**
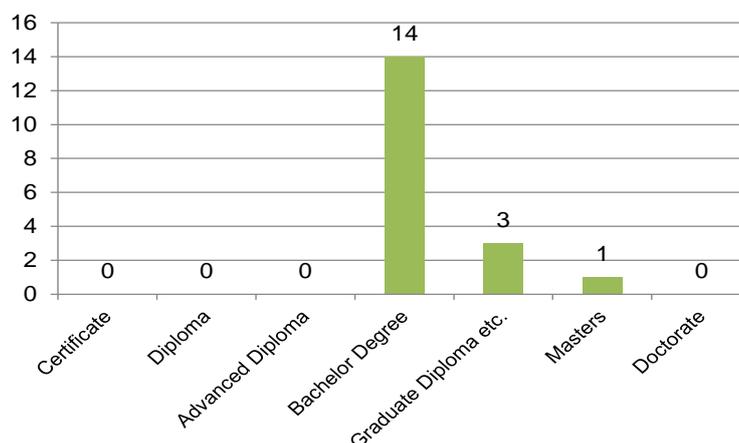
* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors' Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $38 314.

The major professional development initiatives are as follows:

- Coaching and feedback
- C2C Planning and implementation
- Language for Learning
- Reading Strategies
- Spelling Strategies

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 66% of staff was retained by the school for the entire 2013 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/.

(*Paper copies of the SAR must include a copy of the school income broken down by funding source from Oneschool)

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.**

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	89%	91%	89%

The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.

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
2011	90%	90%	90%	88%	93%	85%	93%					
2012	89%	93%	92%	93%	86%	98%	92%					
2013	87%	88%	88%	91%	88%	87%	94%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%
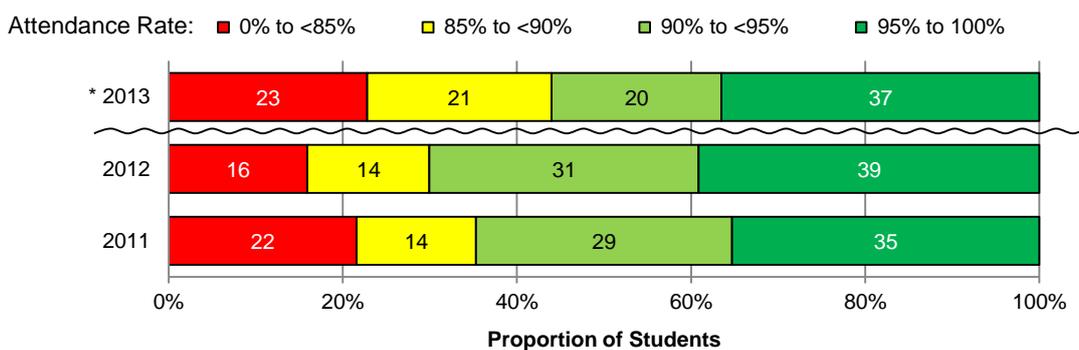
* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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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. This policy outlines processes for managing and recording student attendance and absenteeism.

Students are encouraged to attend school every day and on time. Class programs and school activities are engaging and the school climate is a safe and supportive one, providing conditions for attendance. Proactive strategies include regular feedback to parents on parade . Late students and absences are are monitored through Oneschool records. Continued non-attendance is followed up in acordance with the above policy. Rolls are marked twice daily. Daily head counts for each class are phoned in to the office in the first session of the day.

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.**

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 2013, Mount Isa Central State School's Indigenous enrolment was approximately 30% of students enrolled. Attendance for all students was at 89.4%. Indigenous student's attendance was at 84.9% and Non-Indigenous student's attendance at 91.2%. Retention of Indigenous students from one year to the next is above 100%. In 2013, most Indigenous students transitioned to Spinifex Junior College, however there were also some students who transitioned to the Catholic Sector.

Indigenous student achievement on Naplan indicates that there remains a gap between Indigenous and non-Indigenous student performance, however for reading, writing and numeracy, Indigenous students at Mount Isa Central State School performed at similar levels to their national Indigenous peers.

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