Mount Isa Central State School
Queensland State School Reporting
2014 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	Kathleen King

Principal's foreword

Introduction

Mounts Isa Central State School is a small school that makes a big difference. Located in the heart of the town, Mount Isa Central State School provides a rich and varied education to students living in this remote town. Mount Isa Central State School is proud of our multicultural student population. Thirty percent of Mount Isa Central students are Aboriginal, eighteen percent of students have English as a second language or dialect and 2 percent of the students have a verified disability.

The School Annual Report outlines for parents and the wider community the continuing achievements of Mount Isa Central State School during the 2014 school year. This report includes information such as the school's operations, outcomes of students, staff information and the school community's satisfaction.

Readers are encouraged to visit our school website on www.mtisacenss@eq.edu.au to learn more about Central State School.

School progress towards its goals in 2014

In 2014 comprehensive programs of improvement were implemented to help achieve our annual goals.

School Improvement Priorities for 2014:
- Pursue a student attendance target of 93% for all students
- Close the gap between attendance and outcomes for Aboriginal and non-Aboriginal students
- Implement the Australian Curriculum in English, Mathematics, Science and History
- Align curriculum, assessment and data collection practices to provide evidence to drive instruction
- Implement and embed a common, consistent, sequenced and sustained whole school approach to the teaching and learning of reading
- Deliver a staff capability building program (Workforce Performance Development) that strengthens the capacity of staff to expertly deliver evidenced based teaching practices, including comprehensive curriculum planning processes
- Implement School Wide Positive Behaviour Support Program thus aligning behaviour management practices to SWPBS
- Further develop productive partnerships with school and wider community
- To provide a seamless transition from years 6 & 7 to junior the secondary setting

The school improvement priorities were the subject of focused work across the school, with evidence of improved attendance rates from 89.4% in 2013 to 90% in 2014; successful implementation of the Australian Curriculum learning areas English, Mathematics, Science, and History; establishment of a whole school approach to reading, based on research and evidence driven practices; and the establishment of a whole school approach to building staff capability, developed through whole school training and the Developing Performance Framework.

Mount Isa Central students achieved strong improvements on the Naplan tests of students at National Minimum Standard in Year 3 Grammar & Punctuation, Writing and Spelling and in Year 7 Numeracy and Reading with each of these areas showing **improvements greater than the nation.** The percentage of students in the upper two bands for Naplan was **also greater that the nation** in Year 3 Reading, Writing, Grammar & Punctuation and Numeracy, in Year 5 Spelling and Numeracy and in Year 7 Writing.

Future outlook

The school will continue to implement current initiatives as well as focus on new areas which support and foster Mount Isa Central's vision for educational excellence. This will include the following:

- Consolidate implementation of guided reading processes across all year levels
- Consolidate the whole school curriculum, assessment and reporting plan
- Consolidate goal setting and success criteria in literacy, numeracy (C2C units)
- Close the gap in attendance and achievement for Aboriginal and Torres Strait Islander students
- Continue to use data to inform teaching and learning with data walls and evidence driven instruction
- Develop staff capability through "Quality Teaching at Mount Isa Central" and District processes
- Provide access to digital devices and E-learning opportunities
- Foster community partnerships
- Further develop the school's information technology infrastructure to support ICT's
- Transition programs from early childhood settings and to junior secondary settings

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 7

Total student enrolments for this school: 224 (Day 8)

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	214	114	100	87%
2013	208	100	108	83%
2014	230	119	111	88%

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 business centre. Children at Mount Isa Central State School have diverse socio-economic and ethnic backgrounds. In 2014, approximately 30% of students were Aboriginal and approximately 18% were from non-English speaking families. Students from non-English speaking families represent many different countries including India, New Zealand (Maori), the Philippines, Sri Lanka and Papua New Guinea. In 2014 our school catered for students with disabilities and these children represented approximately 2% of our student population.   The nature of Mount Isa's workforce created a high degree of transience across all year levels in 2014.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	22	23
Year 4 – Year 7 Primary	23	23	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Note that SDA figures represent those students recommended for an SDA. Recommendations are subject to appeal and may therefore be upheld or set aside.

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	26	12	10
Long Suspensions - 6 to 20 days	3	0	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

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:

Australian Curriculum was taught in English, Maths, Science and History. Queensland curriculum was taught in LOTE, Technology, HPE and The Arts.

Extra curricula activities:

- Instrumental Music (strings, percussion and brass)
- NAIDOC Day
- Harmony Day
- Interschool sport (Soccer, Touch Football, Netball, Rugby League, Softball, AFL, Futsal)
- Under 8's Day
- Book Fair
- Books in Homes
- Whole school excursion to a performance of "Goldilocks Rocks"
- Anzac Day service and march
- Swimming, Athletics, Cross Country
- Transition to junior secondary setting
- Gifted and Talented (cross sector with Spinifex Junior Secondary School)

How Information and Communication Technologies are used to assist learning

In 2014 all students in years prep to 7 had access to computers attached to their classrooms. The library had a computer lab that accommodated whole class ICT applications and operated on a timetable system for classes to access. Students in prep had access to a set of ten iPads. Half of the classrooms were fitted with interactive whiteboards and the remaining classes had data projectors to

support ICT's. ICT and devices were embedded in every curriculum area. Digital pedagogy enhanced the engagement of students in class activities.

Social Climate

Mount Isa Central State School provided a caring and supportive environment for all students, staff and parents. The Responsible Behaviour Plan (2013-2016) for students underpinned the behaviour management policies of our school. Students in the early years were taught social skills through collaboration between the Guidance Officer and teachers, using the Fun Friends program. The school wide behaviour matrix was explicitly taught in all year levels. Parents and Carers were actively encouraged to be involved in the planning of solutions for behaviour issues. Students who required support with learning, or those identified as at risk of not reaching their potential, were provided with school based support and access to community agency support.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	94%	100%	100%
their child likes being at this school* (S2001)	94%	100%	100%
their child feels safe at this school* (S2002)	94%	100%	100%
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)	94%	100%	93%
teachers at this school motivate their child to learn* (S2007)	100%	100%	93%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
this school works with them to support their child's learning* (S2010)	94%	100%	93%
this school takes parents' opinions seriously* (S2011)	88%	100%	86%
student behaviour is well managed at this school* (S2012)	82%	100%	86%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	96%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	96%	91%
they like being at their school* (S2036)	93%	94%	92%
they feel safe at their school* (S2037)	100%	98%	86%
their teachers motivate them to learn* (S2038)	100%	96%	96%
their teachers expect them to do their best* (S2039)	100%	96%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	96%	93%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
teachers treat students fairly at their school* (S2041)	98%	96%	90%
they can talk to their teachers about their concerns* (S2042)	83%	85%	74%
their school takes students' opinions seriously* (S2043)	95%	92%	90%
student behaviour is well managed at their school* (S2044)	83%	88%	79%
their school looks for ways to improve* (S2045)	95%	98%	96%
their school is well maintained* (S2046)	98%	92%	92%
their school gives them opportunities to do interesting things* (S2047)	100%	98%	88%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		92%	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)		96%	93%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		73%	93%
student behaviour is well managed at their school (S2074)		68%	93%
staff are well supported at their school (S2075)		83%	93%
their school takes staff opinions seriously (S2076)		78%	93%
their school looks for ways to improve (S2077)		96%	100%
their school is well maintained (S2078)		100%	93%
their school gives them opportunities to do interesting things (S2079)		82%	93%

* 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

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, sporting events, P & C, weekly parades, homework interactions and student presentations.

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 to maximize the use of bore water.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	117,958	6,039
2012-2013	139,700	13,520
2013-2014	145,229	10,136

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

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the '*less than 5*' rule has been applied in schools whose Indigenous staff numbers are less than five.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	21	19	<5
Full-time equivalents	18	14	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	20
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**21**
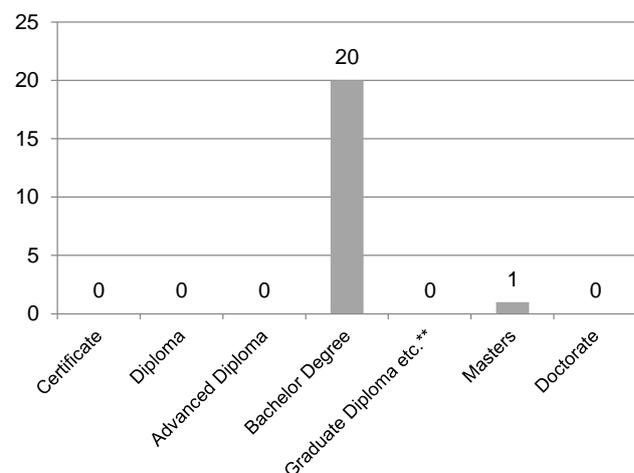
*Teaching staff includes School Leaders

**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 was $37 282.

The major professional development initiatives were:

- Pedagogy, coaching and feedback for teachers
- C2C planning and implementation
- Language for Learning strategies for EAL-D
- Aspiring Leaders
- Reading pedagogy
- Success Criteria and Goal Setting
- Differentiation strategies
- Programming for Students with Disabilities

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%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government

SEARCH

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

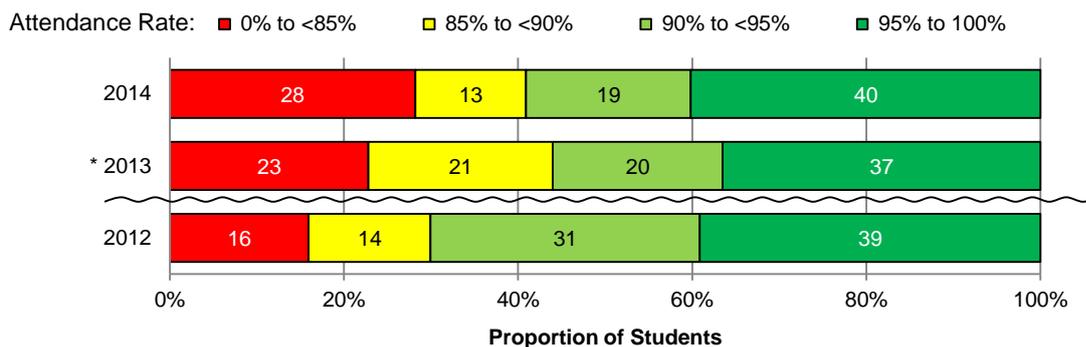| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	89%	90%

The overall attendance rate in 2014 for all Queensland 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
2012	89%	93%	92%	93%	86%	98%	92%					
2013	87%	88%	88%	91%	88%	87%	94%					
2014	91%	89%	86%	91%	92%	92%	92%					

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%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	28	13	19	40
* 2013	23	21	20	37
2012	16	14	31	39

Proportion of Students

*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.

Mount Isa Central State School's Every Day Counts framework encourages students to attend school every day and on time. Class programs and activities were engaging and the school climate provided a safe and supportive environment, providing optimal conditions for attendance. Proactive strategies included regular feedback to parents and teachers on attendance statistics and the promotion of Every Day Counts values on parades and in the newsletters. Absences and lateness were monitored thorough Oneschool records and followed up on a daily basis by teachers and a weekly basis by administration staff. Continued absence was followed up by the Principal and/or the Aboriginal Teaching Assistant. Home visits were conducted to discuss absences and the Everyday Counts values with families. Rolls were marked twice a day and a daily head count was phoned in to the office in the first session of each 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 and 7 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

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government

SEARCH

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, Mount Isa Central State School's Aboriginal enrolment was approximately 30%. Attendance for all students was 90%. Aboriginal student's attendance was 84% and non-Aboriginal student attendance was 92.2%. In 2013-2014 "Year on Year' progression rates for P-1, 1-2, 3-4, 4-5 were all above 100%. Aboriginal students transitioned to both Spinifex Junior Campus and the Catholic High School.

Aboriginal student achievement on Naplan tests indicated that the gap remained between Aboriginal and non-Aboriginal student performance, however the gap had decreased in Year 5 Writing and Numeracy and in Year 7 Reading, Writing and Numeracy.