

# Mount Isa Central State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	49 Miles Street Mount Isa 4825
Phone	(07) 4437 3222
Fax	(07) 4743 2678
Email	principal@mtisacenss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Kathy King, Principal

## Principal's foreword

### Introduction

Mount 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 for students living in a remote town. Mount Isa Central State School is proud of its multicultural student population.

The School Annual Report outlines for parents and the wider community the continuing achievements of Mount Isa Central State School during the 2015 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](http://www.mtisacenss@eq.edu.au) to learn more about Mount Isa Central State School.

### School progress towards its goals in 2015

In 2015 comprehensive programs of improvement were implemented to help achieve our annual goals.

School Improvement Priorities for 2015:

1. Student attendance target of 93% for all students. Progress: Average attendance for 2015 was 88%.
2. Close the gap between outcomes for Aboriginal and non-Aboriginal students. Progress: Year 3 and 5 Gap (Naplan) significantly smaller than the state for Writing and Numeracy. Year 5 gap significantly smaller than the state for Reading. Year 3 gap for Reading similar to the state.
3. Implement and embed a common, consistent, sequenced and sustained whole school approach to the teaching and learning of reading. Progress: Year 3 Reading Upper Two Band improvement from 20.5% to 30.8%.
4. Implement the Australian Curriculum and align the curriculum, assessment and data collection practices to provide evidence to drive instruction. Progress: Year 3 Writing Upper Two Band improvement from 20.5% to 42.3%. Year 3 Writing National Minimum Standard improvement was 96.2% (target 99%). Year 3 Numeracy National Minimum Standard improvement was 92.3% (target 94%).

## Future outlook

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

Improvement agenda item	Target	Timeline
Consolidate implementation of guided reading processes across all year levels.	90% of students at benchmark.	December 2016
Develop staff capability through "Quality Teaching at Mount Isa Central" and Regional processes.	All teaching staff have engaged in formal observation and feedback of pedagogy.	Every term.
Provide access to digital devices and E-learning opportunities.	All classrooms have interactive touchscreens.	Term 1
Foster community partnerships	85% of parents/carers attending parent/teacher events.	Parent/Carer/Teacher Interviews

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	208	100	108	64	83%
2014	230	119	111	71	88%
2015	227	115	112	60	84%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

The 2015 student population had very diverse backgrounds. Students who speak English as a second language comprised 20% of the student population. Many of the students speaking English as a second language were migrants from overseas countries who are still learning Australian Standard English. The student population also had 28% of students who identified as an Aboriginal or Torres Strait Islander. Of these Indigenous students some also spoke English as a second language or dialect and some Indigenous students spoke Australian Standard English as their first language. Mount Isa Central's multi-cultural student population reflected a variety of socio-economic backgrounds and religious beliefs. 2% of the student population had a verified disability and ASD and Hearing Impairment were the major categories of disability.

The following sections of this report provides a snapshot of Mount Isa Central State School's progress for 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](http://www.mtisacenss@eq.edu.au) to learn more about Mount Isa Central State School.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	23	20
Year 4 – Year 7 Primary	23	27	21
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	12	10	7
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

### Curriculum delivery

#### Our approach to curriculum delivery

##### 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, Woodwind, Brass and Percussion)
- NAIDOC Day
- Harmony Day
- Interschool sport (Soccer, Touch Football, Netball, Rugby League, Softball, AFL, Futsal)
- Under 8's Day
- Book Fair
- Whole school excursion to Mount Isa Community Ensemble/Qld Symphony Orchestra
- Anzac Day service and march
- Swimming, Athletics, Cross Country
- Transition to junior secondary setting
- Gifted and Talented program (cross sector with Spinifex Junior Secondary School)

## How Information and Communication Technologies are used to improve learning

In 2015 all students in years Prep to 6 had access to computers in 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 10 classrooms were fitted with interactive whiteboards and the remaining classes had data projectors to support ICTs. ICTs 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. The Play is the Way methodology, 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 explicitly 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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	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)	100%	93%	100%
teachers at this school motivate their child to learn (S2007)	100%	93%	100%
teachers at this school treat students fairly (S2008)	100%	100%	100%
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%	93%	100%
this school takes parents' opinions seriously (S2011)	100%	86%	100%
student behaviour is well managed at this school (S2012)	100%	86%	100%
this school looks for ways to improve (S2013)	100%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school is well maintained (S2014)	96%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	91%	95%
they like being at their school (S2036)	94%	92%	88%
they feel safe at their school (S2037)	98%	86%	94%
their teachers motivate them to learn (S2038)	96%	96%	98%
their teachers expect them to do their best (S2039)	96%	97%	98%
their teachers provide them with useful feedback about their school work (S2040)	96%	93%	94%
teachers treat students fairly at their school (S2041)	96%	90%	84%
they can talk to their teachers about their concerns (S2042)	85%	74%	85%
their school takes students' opinions seriously (S2043)	92%	90%	84%
student behaviour is well managed at their school (S2044)	88%	79%	66%
their school looks for ways to improve (S2045)	98%	96%	96%
their school is well maintained (S2046)	92%	92%	89%
their school gives them opportunities to do interesting things (S2047)	98%	88%	89%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	100%	94%
they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
they receive useful feedback about their work at their school (S2071)	96%	93%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	83%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	73%	93%	100%
student behaviour is well managed at their school (S2074)	68%	93%	94%
staff are well supported at their school (S2075)	83%	93%	94%
their school takes staff opinions seriously (S2076)	78%	93%	76%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	100%	93%	94%
their school gives them opportunities to do interesting things (S2079)	82%	93%	94%

# '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, sporting events, P & C, weekly parades, homework interactions and student presentations. Parents and Carers of all students were included in consultation during parent/teacher interviews in Term 1 and 3. Parents and Carers of identified students were also included in consultation for the development of Individual Curriculum Plans and Individual Behaviour Plans.

## 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
2012-2013	139,700	13,520
2013-2014	145,229	10,136
2014-2015	144,632	5,012

\*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.

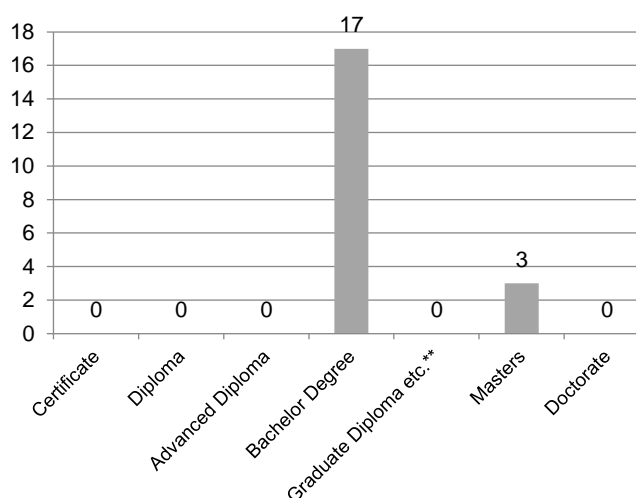
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	20	17	<5
Full-time equivalents	19	13	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	17
Graduate Diploma etc.**	0
Masters	3
Doctorate	0
<b>Total</b>	<b>20</b>



\*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 2015 was \$25 816.

The major professional development initiatives were:

- Developing Teacher Capacity – Quality Teaching Instruction
- Behaviour Management – Play is the Way
- EAL/D – ASE acquisition and Bandscale Assessment

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2015 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

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	84%	82%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

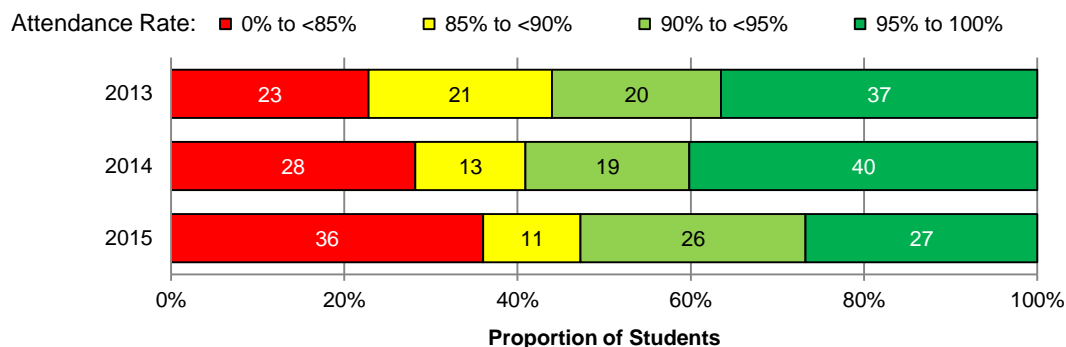
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	87%	88%	88%	91%	88%	87%	94%					
2014	90%	91%	89%	86%	91%	92%	92%	92%					
2015	89%	87%	90%	88%	86%	89%	91%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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 parades and in the newsletters.
- Monitoring of absences and lateness and follow up procedures.
- Home visits by the Principal and/or the Aboriginal Teaching Assistant.
- Roll marking twice a daily.

## 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.

### Find a school

Where it says '**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.