



Mount Isa Central State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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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.

Principal's Forward

Introduction

School Progress towards its goals in 2016

In 2016 comprehensive programs of improvement were implemented to help achieve our annual goals.

School improvement priorities for 2016:

1. Student attendance target of 93% for all students. Progress: Average attendance for 2016 was 88.7%.
2. Implement and embed a common, sequenced and sustained whole school approach to the teaching and learning of Reading. Progress: 100% classes implemented a Guided Reading process which incorporated 100% of teaching staff.
3. Consolidate Quality Teaching and Learning at Central Pedagogical Framework including the Gradual Release of Responsibility model of teaching, lesson design, observations and feedback for teachers on their effectiveness. Progress: 100% of class teachers utilising the Gradual Release of Responsibility model through a whole school approach to improve Quality Teaching and Learning.
4. Improve the percentage of students achieving a 'C' LOA or better in English and Mathematics in Semester 1 and 2: Progress: English Semester 1 2016 – 78.4% to Semester 2 2016 – 86% and Mathematics Semester 1 2016 – 84.1% to Semester 2 2016 – 88.2%.

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 education excellence.

IMPROVEMENT AGENDA ITEM	TARGET	TIMELINE
Continue to implement the Guided Reading process across all year levels.	Decrease the percentage of 46% of students in P-2 not achieving Regional Benchmark. Decrease the percentage of 38% not achieving Reading levels across the whole school.	December 2017
Foster community partnerships	Increase the percentage of 45.5% of parent/carers believing the school provides useful information on the internet (School Opinion Survey)	By the end of 2017.
Mathematics	Both Year 3 and 5 Mathematics results in NAPLAN to be at least similar to National cohort.	By the end of 2017

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	230	119	111	71	88%
2015*	227	115	112	60	84%
2016	202	102	100	56	85%

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 2016, 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

Overview

The 2016 student population was very similar to our 2015 cohort with very diverse backgrounds. Students who speak English as a second language comprised 20.3% 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 State School's multi-cultural student population reflected a variety of socio-economic backgrounds and religious beliefs. One student had a verification of Autism Spectrum Disorder.

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

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	20	21
Year 4 – Year 7	27	23	24
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery



- English
- Mathematics
- Science
- Arts with separate weekly Music lessons
- HPE
- Technology
- History

Co-curricular Activities

- 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
- Gifted and Talented program

How Information and Communication Technologies are used to Assist Learning

In 2016 all students in Year Prep – 6 had access to computers in their classrooms. The library had a computer laboratory that accommodated whole class ICT applications and operated on a timetable system for classes to access. Students in Prep 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

Overview

Mount Isa Central State School provided a caring and supportive environment for all students, staff and parents. The Supportive Responsible Behaviour Plan was updated in 2016 to underpin the behaviour management policies of our school. The Play is the Way methodology, led by the 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
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)	93%	100%	100%
teachers at this school motivate their child to learn* (S2007)	93%	100%	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%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	93%	100%	100%
this school takes parents' opinions seriously* (S2011)	86%	100%	100%
student behaviour is well managed at this school* (S2012)	86%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	92%
this school is well maintained* (S2014)	100%	100%	85%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	95%	97%
they like being at their school* (S2036)	92%	88%	94%
they feel safe at their school* (S2037)	86%	94%	94%
their teachers motivate them to learn* (S2038)	96%	98%	99%
their teachers expect them to do their best* (S2039)	97%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	91%
teachers treat students fairly at their school* (S2041)	90%	84%	91%
they can talk to their teachers about their concerns* (S2042)	74%	85%	82%
their school takes students' opinions seriously* (S2043)	90%	84%	91%
student behaviour is well managed at their school* (S2044)	79%	66%	84%
their school looks for ways to improve* (S2045)	96%	96%	97%
their school is well maintained* (S2046)	92%	89%	94%
their school gives them opportunities to do interesting things* (S2047)	88%	89%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	94%	95%
they feel that their school is a safe place in which to work (S2070)	100%	94%	100%
they receive useful feedback about their work at their school (S2071)	93%	89%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	93%	100%	90%
student behaviour is well managed at their school (S2074)	93%	94%	55%
staff are well supported at their school (S2075)	93%	94%	95%
their school takes staff opinions seriously (S2076)	93%	76%	90%
their school looks for ways to improve (S2077)	100%	100%	95%
their school is well maintained (S2078)	93%	94%	95%
their school gives them opportunities to do interesting	93%	94%	75%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
things (S2079)			

* 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 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.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	10	7	9
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.

Environmental Footprint

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 in 2015 to maximize the use of the bore water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	145,229	10,136
2014-2015	144,632	5,012
2015-2016	137,414	2,779

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.

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* 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	22	18	<5
Full-time Equivalent	18	13	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	
Bachelor degree	19
Diploma	
Certificate	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$43 454.46..

The major professional development initiatives are as follows:

- Developing Teacher Capacity – Instructional Coaching
- Behaviour Management – Play is the Way
- EA/LD
- Gradual Release of Responsibility and Learning Walls
- English unit planning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	88%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	82%	83%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

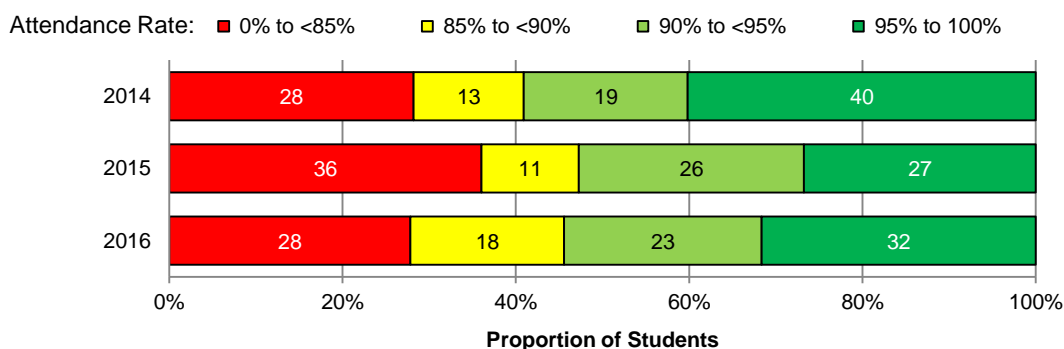
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	91%	89%	86%	91%	92%	92%	92%					
2015	89%	87%	90%	88%	86%	89%	91%						
2016	89%	89%	92%	91%	91%	88%	89%						

*Attendance rates effectively count 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.

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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 parade and in the newsletters.
- Monitoring of absences and lateness and follow up procedures
- Home visits by the Principal and the Aboriginal Teacher Assistant.
- Roll marking twice daily.

NAPLAN

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.

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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.

Conclusion

Mount Isa Central State School – a small school making a big difference.

Join our team in assisting our students to learn and grow.

