Mount Isa School of the Air
Queensland State School Reporting
2014 School Annual Report

Postal address	PO Box 1683 Mount Isa 4825
Phone	(07) 4744 8333
Fax	(07) 4744 8300
Email	the.principal@mtisasde.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	Mr Tim Moes, Principal

Principal's foreword

Introduction

Thank you for taking the time to read our annual report. Mount Isa School of the Air is a school that operates across one quarter of Queensland. The quality of education that our children receive is a credit to our families who teach their own children on a daily basis. We are indebted to their commitment and praise them for the wonderful results they achieve, with our guidance and support, with their children.

School progress towards its goals in 2014

2014 is the second year in our school's four year plan 2013-2016. We have implemented a consistent systemic model of reading instruction. We are developing a tiered spelling program to complement the C2C curriculum. We have developed, trialled and are currently reviewing our model of curriculum delivery. We have implemented a system of NAPLAN and other data analysis to specifically identify year level priorities. We are still implementing the learning styles inventory to help us better differentiate for student's learning. We have embedded the Secondary Western Alliance and have planned for successfully integrating year 7 into junior secondary.

Future outlook

Priorities for 2015 are to continue to develop and embed our school priorities.

1. To build capacity in our secondary department by forming a Western Alliance with Charleville and Longreach SDE's to allow more specialist teaching, greater subject choice and extra curricula offerings and a larger cohort for student interaction both on air and in the field. This will be achieved in conjunction with transitioning Year 7's to Secondaries under the Flying Start proposal.

2. All staff, tutors and students will become familiar with and tested with a learning style inventory to help us differentiate curriculum for students according to their different learning styles. Older students to use this knowledge to develop effective personal learning strategies.

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3. To implement a system of analysis of NAPLAN results in conjunction with other schoolwide diagnostic assessments to determine on air, field and curriculum priorities that can be specifically implemented in each year level.

4. To fully embed and operationalise the new Australian Curriculum in a Distance Education context with a focus on the needs of a geographically isolated student. Operationalising includes creating a consistent and systemic model for feedback to students and their home tutors and to determining the most appropriate on air and curriculum delivery methods.

5. To provide a consistent systemic model of reading instruction across all year levels.

6. To develop a tiered spelling program to value add and to support the implementation of the spelling in the C2C curriculum.

Our school at a glance

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Early Childhood - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	203	97	106	89%
2013	198	105	93	86%
2014	177	89	88	92%

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

Characteristics of the student body:

Our 177 students (current enrolment) are drawn from a large geographical area which extends from the Gulf to Birdsville and from Richmond in the east to the Territory in the west.

Students are enrolled in one of the following categories:

☐   Geographical isolation

☐   Medical condition

☐   Mobility

☐   Exclusion

☐   Family circumstance

☐   Home based – by choice

☐   Travelling – by choice

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	7	7	6
Year 4 – Year 7 Primary	7	7	6
Year 7 Secondary – Year 10	5	5	3
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	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

Our distinctive curriculum offerings

We provide our students with their curriculum through paper/web-based materials, through on-air synchronous daily lessons, daily reading lessons and through our field program. Core learnings are based on the key/core learning outcomes for all strands in all key learning areas as described in syllabus documents developed by the Queensland Studies Authority and the National Curriculum.

Extra curricula activities

We offer many exciting extra-curricular activities such as violin, recorder, Scouts of the Air, Rock Pop Mime, Opti-Minds, Fun Friends and Good News Club.

How Information and Communication Technologies are used to assist learning

Due to the nature of providing education at a distance we utilize many technologies. Audio lessons are provided using our telephone conferencing. We use iConnect on a daily basis and Blackboard and EdStudio are our means of providing a curriculum space online. We use iPads for learning support students.

Social Climate

Given that our school community extends across one quarter of Queensland we have a wonderfully supportive, caring and active school community. There is strong cohesion in relationships between staff, parents, governesses and students. This is reflected strongly in our satisfaction surveys

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)	100%	100%	97%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child likes being at this school* (S2001)	100%	96%	97%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	96%	97%
their child is making good progress at this school* (S2004)	100%	100%	97%
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)	96%	100%	94%
teachers at this school motivate their child to learn* (S2007)	96%	100%	97%
teachers at this school treat students fairly* (S2008)	96%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	100%
this school works with them to support their child's learning* (S2010)	96%	100%	97%
this school takes parents' opinions seriously* (S2011)	96%	91%	90%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	97%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	94%	98%
they like being at their school* (S2036)	87%	100%	93%
they feel safe at their school* (S2037)	100%	100%	97%
their teachers motivate them to learn* (S2038)	93%	94%	97%
their teachers expect them to do their best* (S2039)	93%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	86%	94%	95%
teachers treat students fairly at their school* (S2041)	100%	94%	100%
they can talk to their teachers about their concerns* (S2042)	92%	82%	97%
their school takes students' opinions seriously* (S2043)	100%	88%	97%
student behaviour is well managed at their school* (S2044)	77%	88%	98%
their school looks for ways to improve* (S2045)	100%	94%	98%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	93%	88%	95%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	97%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they feel that their school is a safe place in which to work (S2070)		100%	97%
they receive useful feedback about their work at their school (S2071)		100%	97%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	97%
their school takes staff opinions seriously (S2076)		94%	97%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		100%	97%
their school gives them opportunities to do interesting things (S2079)		100%	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.
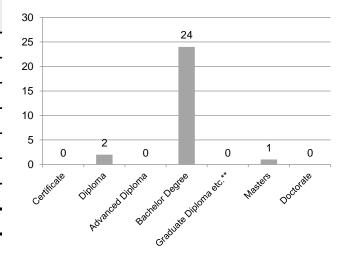
DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Our school is not a school of children rather it is a school of families. A strong network of support has developed within and out of our school community. There is a strong degree of parent participation in the planning and review processes with strong parent participation on various committees supporting school operations. Parents provide the face-to-face teaching to our students in their home.
Due to the nature of distance education parents are integral in the education of our students

Reducing the school's environmental footprint

The school has had solar panels and a water tank installed to help minimise usage. We have fitted energy efficient lights throughout the building and have placed timers on all irrigation systems. The school is increasingly moving to a more digital delivery thus minimising paper usage. Under Education Queensland's Cooler Schools program we have moved from an evaporative air conditioning system to a refrigerative system and as a result we have increased electricity usage.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	92,387	0
2012-2013	102,289	0
2013-2014	0	0

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	27	10	0
Full-time equivalents	26	8	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**27**

*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 were $ 26 234

The major professional development initiatives are as follows:
- Home Tutor seminar
- IMPACT training, staff and HT's
- Australian Curriculum - C2C implementation
- First Aid
- Distance Education collaborative meetings
- Reading framework
- Curriculum delivery model

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.	98%	98%	98%

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).	100%	100%	100%

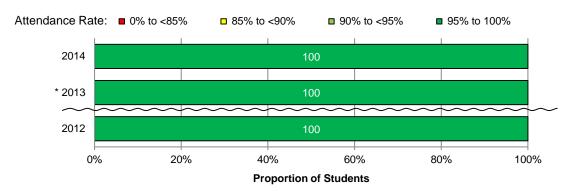The overall attendance rate in 2014 for all Queensland SDE/EU/SP schools was 90%.

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	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
2013	100%	100%	100%	100%	100%	100%	100%	100%	100%	DW		
2014	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		

DW = Data withheld to ensure confidentiality.

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Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

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.

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

Insufficient numbers to disclose