

Mount Isa School of the Air Queensland State School Reporting 2015 School Annual Report



Postal address	PO Box 1683 Mount Isa 4825
Phone	(07) 4744 8333
Fax	(07) 4744 8300
Email	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 2015

2015 is the third year in our school's four year plan 2013-2016. We have implemented a consistent systemic model of reading instruction and are assessing its effectiveness. 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 developed a Western Alliance leadership structure.

Future outlook

Priorities for 2016 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 SDEs 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.
2. All staff, tutors and students will become familiar with and be 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.
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 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 spelling in the C2C curriculum.

2016 is our Quadrennial School Review year. During 2016 our school council will review our data, consider and analyse the surveys and discussions within our school community and contemplate our full school review findings. The school council will then determine our school priorities for the period 2017-2020

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	198	105	93	12	86%
2014	177	89	88	7	92%
2015	174	84	90	12	87%

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.

Characteristics of the student body:

Our 174 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		
	2013	2014	2015
Prep – Year 3	7	6	
Year 4 – Year 7 Primary	7	6	
Year 7 Secondary – Year 10	5	3	
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	0	0	0
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

We provide our students with their curriculum through paper/web-based materials, on-air synchronous daily lessons, daily reading lessons, personal learning time and 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 Australian 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 improve 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 as can be seen in the table below.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	97%	100%
their child likes being at this school (S2001)	96%	97%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	96%	97%	100%
their child is making good progress at this school (S2004)	100%	97%	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%	94%	94%
teachers at this school motivate their child to learn (S2007)	100%	97%	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%	97%	100%
this school takes parents' opinions seriously (S2011)	91%	90%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	97%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	98%	100%
they like being at their school (S2036)	100%	93%	95%
they feel safe at their school (S2037)	100%	97%	100%
their teachers motivate them to learn (S2038)	94%	97%	100%
their teachers expect them to do their best (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	95%	100%
teachers treat students fairly at their school (S2041)	94%	100%	100%
they can talk to their teachers about their concerns (S2042)	82%	97%	94%
their school takes students' opinions seriously (S2043)	88%	97%	100%
student behaviour is well managed at their school (S2044)	88%	98%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their school looks for ways to improve (S2045)	94%	98%	100%
their school is well maintained (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things (S2047)	88%	95%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	100%	97%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	96%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	97%	100%
their school takes staff opinions seriously (S2076)	94%	97%	100%
their school looks for ways to improve (S2077)	100%	97%	100%
their school is well maintained (S2078)	100%	97%	100%
their school gives them opportunities to do interesting things (S2079)	100%	93%	100%

'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

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	102,289	0
2013-2014	0	0
2014-2015	96,936	

*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.

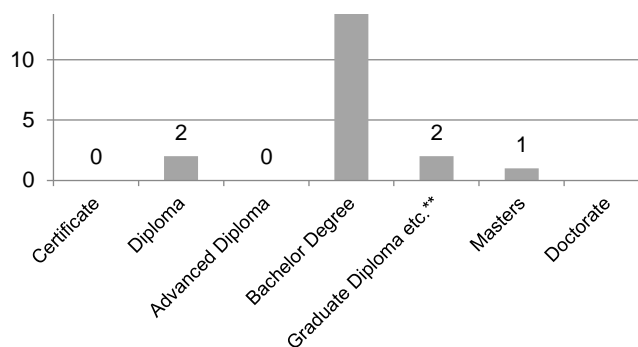
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	13	0
Full-time equivalents	24	9	0

Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	20
Graduate Diploma etc.**	2
Masters	1
Doctorate	
Total	25



*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 were \$46,685

The major professional development initiatives are as follows:

- Home Tutor Seminar
- IMPACT training, staff and home tutors
- First Aid
- Master teacher conferences

- Statewide Principals' conference
- Quality Teaching and Learning conference
- Magic Words training
- Infinite Futures conference AADES
- Subscriptions

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%	98%	96%

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 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).	100%	100%	
The attendance rate for Indigenous students at this school (shown as a percentage).	100%	100%	

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 SDE/EU/SP schools was 100%.

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

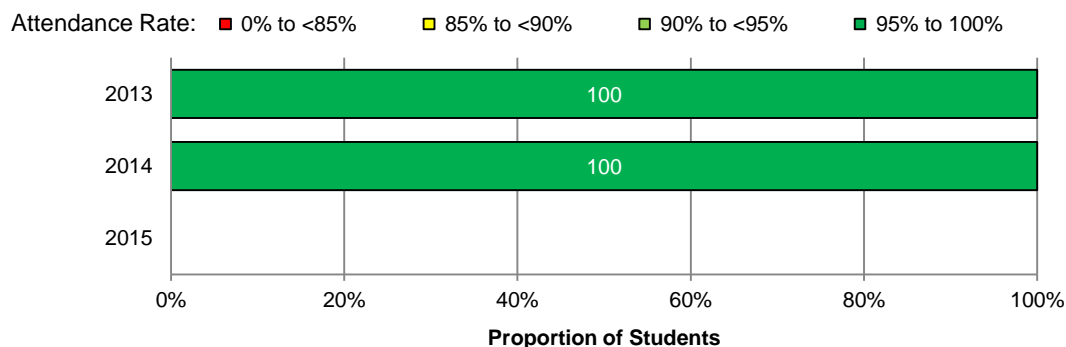
2015

*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.



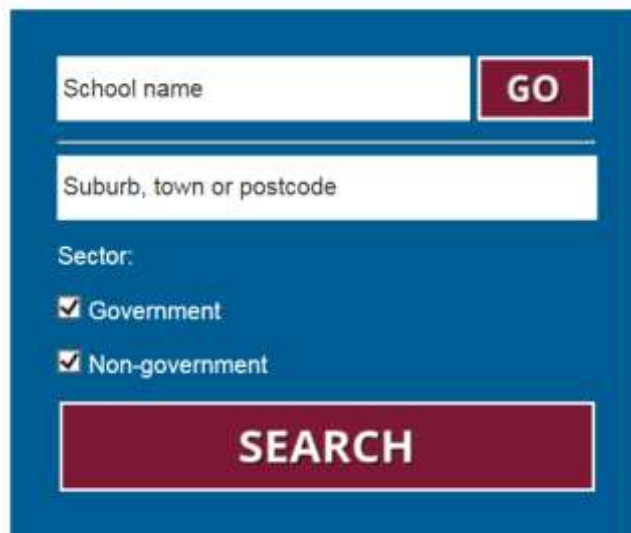
Description of how non-attendance is managed by the school

Non-attendance is managed in this school 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.

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

The screenshot shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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.