EXECUTIVE SUMMARY – MOUNT ISA SCHOOL OF THE AIR
DATE OF AUDIT: 21 AUGUST 2014

Background:
Mount Isa School of the Air is a School of Distance Education located in the North Queensland education region. The school has a current enrolment of approximately 175 students from eKindy to Year 10. The Principal, Tim Moes, was appointed to the position in 2004.

Commendations:
- A strong learning culture, established over many years of highly regarded distance education practice for rural and remote families, ensures students enjoy a family oriented service focused on supporting and engaging isolated students.
- Students, tutors and parents report a high level of satisfaction with the efforts of teaching staff to engage and monitor the learning progress of individual students.
- This school has adjusted the way it supports tutors and students in response to the changing teaching demands resulting from the introduction of the Australian Curriculum and Curriculum into the Classroom (C2C). This change in service delivery has resulted in improved client satisfaction and confidence of home tutors.
- Staff members’ contact time with students has increased greatly as they have accepted responsibility for teaching English to all students at this school.
- A detailed school knowledge of the strengths and weakness of individual learners is being developed to ensure teaching programs address learning gaps and target student learning progression.
- Steady and persistent improvement of the reliability and consistency of the technology platform and skills of staff members in maintaining the network have ensured satisfaction and effectiveness of online learning has improved.
- The school maintains many significant community partnerships designed to maximise support and services provided to families of students enrolled in the school.
- The Schools of Distance Education who service secondary students in the far west region of Queensland have joined together to form the Western Alliance to ensure staff expertise is available to deliver specialist teaching to students enrolled in Years 8 to 10.

Affirmations:
- Independently supervising National Assessment (NAPLAN) has provided a level of confidence in student achievement data and has allowed teaching staff to benchmark school assessment data.
- Reports of high levels of pride in the school and its students are evident. This is reflected in the rigour of the internal debate about school improvement with the Administration team and teaching staff being congratulated on their openness for feedback and willingness to engage with feedback from parents.
- The school has reduced the impact of technology outages on online learning by developing a number of strategies and protocols to minimise down time and disruption to planned learning.
- Teacher Aides have been trained as paraprofessional partners in the teaching and learning process.

Recommendations:
- Staff members at Schools of Distance Education and their representative parent bodies work together to identify distance education best practice to maximise the effectiveness of new modes of delivery.
- Identify high impact digital pedagogies which maximise online engagement and learning. Ensure staff members are introduced and coached to ensure consistency across the school.
- Identify opportunities for staff members to build consistency of school wide pedagogies by observation, coaching and feedback using expert teaching staff.
- Investigate systems to monitor and celebrate student progress against key learning benchmarks.
- Refine the school Curriculum Plan to ensure the planned curriculum matches the enacted curriculum.