



School Improvement Unit Report

Mount Isa School of the Air Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Mt Isa School of the Air from 19 to 21 July 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

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| Location | Abel Smith Parade, Mount Isa |
| Education region: | North Queensland Region |
| The school opened in: | 1960 Cloncurry 1964 Mount Isa |
| Year levels: | eKindy –Year 10 |
| Current school enrolment: | 178 |
| Indigenous enrolments: | 6.2 per cent |
| Students with disability enrolments: | 2.2 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1012 |
| Year principal appointed | 2004 |
| Number of teachers: | 24.3 |
| Nearby schools: | Happy Valley SS, Healy SS, Townview SS, Barkly Highway SS, Mount Isa Central SS, Sunset SS, Spinifex State College |
| Significant community partnerships: | Flying Padre, Royal Flying Doctor Service (RFDS), Isolated Children's Parents' Association Queensland Inc (ICPA) Bush Children's Health Scheme, local councils, School of Distance Education Alliance (SODEA), RAFS |
| Significant School Programs | Distance Education, Fun Friends, instrumental music, Read it Again, Boost, field services, reading program, Scouts of the Air |



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, deputy principal, master teacher and Support Teacher Literacy and Numeracy (STLaN)
 - 17 class teachers
 - Two field service teachers, one specialist teacher
 - National and state presidents of Isolated Children's Parents' Association (ICPA)
 - Business services manager (BSM), administration officer (AO)
 - Parent liaison officer
 - Technology officer
 - Five teacher aides
 - Scouts of the Air coordinator
 - Parents and Citizens' Association (P&C) president
 - Four parents, 16 students

1.4 Review team

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| Alan Sampson | SIU Internal Reviewer (review chair) |
| Bert Barbe | SIU Internal Reviewer, SIU |
| Neil Pryor | External Reviewer, SIU |



2. Executive summary

2.1 Key findings

- A strong collegial culture of mutual trust and support is established to promote student and staff members' well being

The staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work actively to build partnerships with students, home tutors and parents across the diverse school community.

- The school's Explicit Improvement Agenda (EIA) is to improve reading results across the school.

Scheduled on-air lessons are a key feature of this strategy. Results from National Assessment Program - Literacy and Numeracy (NAPLAN) indicate that improvement at Year 3 level was achieved in 2015.

- Targets and associated program responsibilities are identified in the school's strategic plan and Annual Implementation Plan (AIP)

Teacher awareness of specific targets and monitoring processes indicate that the communication of the role and accountabilities of all staff members in driving the improvement agenda is varied.

- A documented pedagogical framework is developed.

Currency and consistent application of this framework in everyday teaching is not yet developed.

- English, as a subject area, is explicitly taught by teachers within scheduled on-line lessons with personal learning time

The majority of teachers and parents indicate that mathematics should be part of the scheduled primary school lesson format directed by teachers. Quadrennial school review surveys from parents support this advocacy.

- It is apparent that data is used to identify students in need of extra support and curriculum modification

Systematic use of data to evaluate the effectiveness of programs is yet to be developed. The evaluation of changes to reading lessons is an effective example that could be expanded to other subject areas.

- The Western Alliance and eKindy are viewed as innovative additions to the school

The additions of eKindy and the Western Alliance to the Mount Isa School of the Air (MISOTA) have expanded the curriculum provisions offered from foundation to Year 10. The links between eKindy, the Western Alliance and MISOTA to ensure smooth transitions are yet to be fully developed.



- The school recognises and values the key role that home tutors play in the teaching and learning partnership

The school leadership team provide families, home tutors and governesses with planned in-service, workshops, resources and ongoing support in delivering curriculum in remote locations.



2.2 Key improvement strategies

- Develop an explicit and formalised strategic planning process which sets targets, resources and timelines on priorities and integrates a system of regular monitoring and review.
- Collaboratively develop a pedagogical framework and integrate the signature pedagogies in the everyday planning and delivery of curriculum.
- Create an action plan for the integration of mathematics into scheduled lessons.
- Develop the data literacy skills across the school through Professional Development (PD), modelling and mentoring.
- Develop the links between eKindy, the primary school and the Western Alliance to ensure streamlined transitions of curriculum, teaching and learning.