Mount Isa School of the Air

ANNUAL REPORT
2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Mount Isa School of the Air is a government co-educational P to10 school servicing the needs of isolated students in North West Queensland. Our enrolments are drawn from a large geographical area which extends from the Gulf to Birdsville, 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 and home based / travelling - by choice. We provide our students with their curriculum through paper/web-based materials, daily on-air synchronous lessons, reading lessons and our field program. Core learnings are based on the key learning outcomes for all strands in all key learning areas as described in syllabus documents developed by the Queensland Studies Authority. Extra-curricular activities such as violin, recorder, Scouts of the Air, Rock Pop Mime, Opti-Minds and RE are offered. Given that our school community extends across a 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.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

2017 is the first year of our 2017-2020 Strategic Plan. In 2017 we embedded into practice our Gradual Release of Responsibility pedagogical framework (goal 4). We have embedded a curriculum alignment process for our teachers, this process develops an assessment literate community (goal 3)

Future Outlook

Our priorities for the period 2017-2020 are

1. Develop the links between eKindy, P-6 and Western Alliance to ensure streamlined transitions (Teaching and Learning, Curriculum) and communications throughout the community.

2. Provide alternate pathways to cater for all categories of enrolment.

3. Develop assessment literate community.

4. Develop consistent pedagogical framework to improve teaching and learning.

5. Continually reflect on curriculum demands and determine appropriate methods of instruction in the distance education context.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Early Childhood - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	174	84	90	12	87%
2016	169	83	86	11	86%
2017	153	81	72	21	80%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

Our 153 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
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

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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. Our pedagogical framework is the Gradual Release of Responsibility which permeates on air, curriculum materials and field events.

Co-curricular 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

Overview

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
Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	94%
this is a good school (S2035)	100%	96%	97%
their child likes being at this school* (S2001)	100%	97%	97%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	100%	97%	91%
their child is making good progress at this school* (S2004)	100%	93%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	97%
teachers at this school motivate their child to learn* (S2007)	100%	97%	97%
teachers at this school treat students fairly* (S2008)	100%	93%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
this school works with them to support their child's learning* (S2010)	100%	96%	94%
this school takes parents' opinions seriously* (S2011)	100%	97%	94%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	100%	97%	97%
this school looks for ways to improve* (S2013)	100%	96%	94%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	98%	92%
they like being at their school* (S2036)	95%	95%	92%
they feel safe at their school* (S2037)	100%	98%	96%
their teachers motivate them to learn* (S2038)	100%	100%	96%
their teachers expect them to do their best* (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	100%	98%	96%
teachers treat students fairly at their school* (S2041)	100%	98%	96%
they can talk to their teachers about their concerns* (S2042)	94%	95%	88%
their school takes students' opinions seriously* (S2043)	100%	95%	91%
student behaviour is well managed at their school* (S2044)	100%	97%	92%
their school looks for ways to improve* (S2045)	100%	98%	88%
their school is well maintained* (S2046)	100%	100%	96%
their school gives them opportunities to do interesting things* (S2047)	97%	97%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	95%	89%
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%	100%	96%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	96%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	97%	100%

* 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.

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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**.**

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Our school has a well developed set of mantras for behavior at field events. Our Responsible Behviour Plan for Students outlines expectations in our unique context of on air and field events.

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	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2014-2015	96,936	NA
2015-2016	84,212	NA
2016-2017	92,039	NA

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

School name [GO]

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

[SEARCH]

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	25	13	<5
Full-time Equivalents	24	9	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	2
Bachelor degree	21
Diploma	1
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $36665.47

The major professional development initiatives are as follows:

- Home Tutor Seminar
- IMPACT training, staff and home tutors
- First Aid
- Master teacher conferences
- Principals' conference
- Quality Teaching and Learning conference
- Magic Words training
- Western Alliance training
- Subscriptions

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).			NA
The attendance rate for Indigenous students at this school (shown as a percentage).			NA

*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.

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The overall student attendance rate in 2017 for all Queensland SDE/EU/SP schools was 100%.

|								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
2015													
2016													
2017													

*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:

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

Proportion of Students
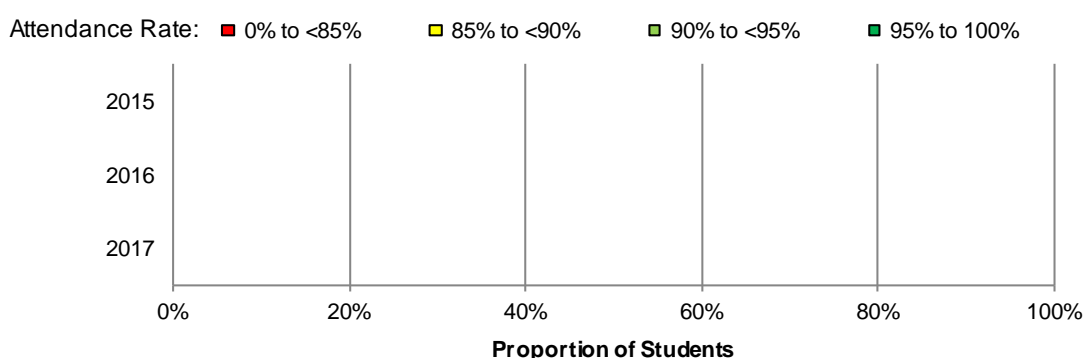
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

In 2017 we implemented a same day absence notification system for on air attendance. In our Western Alliance we implemented a work completion system to monitor secondary return of work.

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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Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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 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

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.

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