Mount Isa School of the Air

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

Postal address	PO Box 1683 Mount Isa 4825
Phone	(07) 4744 8333
Fax	(07) 4744 8300
Email	principal@mtisasde.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Janeen Fricke A/Principal

From the Principal

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. The Australian National Curriculum is delivered through paperbased and digital lessons across all subjects for years Prep – Year 6, and are expanded upon in Years 7-10 with electives relevant to our rural and remote context. Extra-curricular activities such as violin, recorder, Scouts of the Air, Rock Pop Mime, and Religious Education 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.

School progress towards its goals in 2018

In 2018 we continued on the trajectory of our 2017-2020 Strategic Plan. In 2017 we embedded into practice our Gradual Release of Responsibility pedagogical framework (Goal 4). In 2018 we built upon this and embedded a curriculum alignment process for our teachers; this process develops an assessment literate community (Goal 3). Pivotal to this goal, a Head of Curriculum position was created, to further develop the curriculum materials for V8 of the Australian Curriculum and to work with the leadership team in coaching teaching staff in the implementation of effective pedagogies and explicit curriculum content.

In 2018 our school focussed upon the following goals:

1. 90% of all P-Y6 English students and all Y7-10 students (subject based) will achieve A-C
2. Improve 25% of student's English (WA subject) by one LOA from Sem 1 2018 to Sem 2 2018

With an outlook of continuous improvement, we achieved both goals within the timeframe.

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.
   - Continue to forge strong connections with eKindy Brisbane SDE to deliver an effective and an engaging digital and face-to-face program

   - Further develop the alliance with Longreach SDE and Charleville SDE to deliver effective and nurturing education opportunities for our diverse secondary enrolments.

   - Continue to offer a value-added Field Events program to deliver curriculum and wellbeing opportunities for students and home tutors

2. Provide alternate pathways to cater for all categories of enrolment.
   - Continue to provide an individualised program that will cater for all categories of enrolment including student re-engagement.

3. Develop an assessment literate community.
   - Continue to use a pedagogical framework that provides clarity for teachers and students about what is to be taught and what is to be learnt.
   - Continue to deliver professional development for home tutors in unpacking assessment to ensure line of sight for teaching and learning.

4. Develop consistent pedagogical framework to improve teaching and learning.
- Continue to work with Longreach SDE and Charleville SDE to ensure structures and processes are consistent across each campus for teaching, learning, assessment, feedback and reporting.
- Provide coaching for new teachers to DE in digital pedagogies and age appropriate pedagogies while embedding consistent processes to support home tutors
5. Continually reflect on curriculum demands and determine appropriate methods of instruction in the distance education context.
- Engage with the V8 Australian Curriculum, and adapt and adopt resources and modes of delivery where appropriate and possible for the isolated classroom.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	169	153	154
Girls	83	81	82
Boys	86	72	72
Indigenous	11	21	13
Enrolment continuity (Feb. – Nov.)	86%	80%	82%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were 18 students enrolled in a pre-Prep program, through our eKindy program offered to our school community through an alliance with eKindy BSDE.

Characteristics of the student body

Overview

Our 154 students (current enrolment) are drawn from a large geographical area that 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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. The Australian National Curriculum is delivered through paperbased and digital lessons across all subjects for years Prep – Year 6, and are expanded upon in Years 7-10 with electives relevant to our rural and remote context. We also use Education Queensland C2C papers to provide further curriculum and also home tutor support. 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, 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 alongside Blackboard Collaborate on a daily basis for student teaching and learning and eLearn for Home Tutors providing a curriculum space online. We also use iPads, OneNote, SharePoint and SeeSaw dependent on the learning goals for 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. We promote our SOTA mantra at all teaching and learning delivery points.

Safe

Organised

Thoughtful

and Active

Students and home tutors are supported to engage with the Responsible Behaviour Plan in various contexts including -

- their digital classroom
- field events
- MISOTA campus
- and in their isolated classroom

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	94%	97%
• this is a good school (S2035)	96%	97%	97%
• their child likes being at this school* (S2001)	97%	97%	97%
• their child feels safe at this school* (S2002)	100%	97%	97%
• their child's learning needs are being met at this school* (S2003)	97%	91%	97%
• their child is making good progress at this school* (S2004)	93%	97%	97%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	97%	95%
• teachers at this school motivate their child to learn* (S2007)	97%	97%	97%
• teachers at this school treat students fairly* (S2008)	93%	94%	97%
• they can talk to their child's teachers about their concerns* (S2009)	97%	100%	100%
• this school works with them to support their child's learning* (S2010)	96%	94%	97%
• this school takes parents' opinions seriously* (S2011)	97%	94%	97%
• student behaviour is well managed at this school* (S2012)	97%	97%	97%
• this school looks for ways to improve* (S2013)	96%	94%	97%
• this school is well maintained* (S2014)	100%	100%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	92%	94%
• they like being at their school* (S2036)	95%	92%	97%
• they feel safe at their school* (S2037)	98%	96%	94%
• their teachers motivate them to learn* (S2038)	100%	96%	100%
• their teachers expect them to do their best* (S2039)	100%	96%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	100%
• teachers treat students fairly at their school* (S2041)	98%	96%	86%
• they can talk to their teachers about their concerns* (S2042)	95%	88%	94%
• their school takes students' opinions seriously* (S2043)	95%	91%	92%
• student behaviour is well managed at their school* (S2044)	97%	92%	97%
• their school looks for ways to improve* (S2045)	98%	88%	91%
• their school is well maintained* (S2046)	100%	96%	100%
• their school gives them opportunities to do interesting things* (S2047)	97%	92%	92%

Percentage of students who agree# that:	2016	2017	2018

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	93%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	89%	86%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	97%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	96%	97%
• their school takes staff opinions seriously (S2076)	100%	100%	97%
• their school looks for ways to improve (S2077)	100%	96%	97%
• their school is well maintained (S2078)	100%	100%	94%
• their school gives them opportunities to do interesting things (S2079)	97%	100%	97%

* 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.

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 behaviour at field events. Our Responsible Behaviour Plan for Students outlines expectations in our unique context of on air and field events.

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 and an annual professional development plan is implemented, covering –
- curriculum
- pedagogy
- and health and wellbeing

Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships, embedded in the curriculum, and encompassing –
- personal safety and awareness
- domestic and family violence and abuse
- gender equality
- bullying
- and cyber safety

Our school has a well-developed set of mantras for behaviour at field events. Our Responsible Behaviour Plan for Students outlines expectations in our unique context of on air, field events, MISOTA School campus and recommendations for the isolated classroom.

Our secondary students are also allocated a GoTo Teacher to assist them in pastoral care and successful curriculum engagement.

Guest speakers and organisations are accessed for Home Tutor professional development and for on air sessions with home tutors and/or students.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
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

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 of service, thus minimising paper usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	84,212	92,039	
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | Go |

| School sector ⌄ | School type ⌄ | State ⌄ |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	26	13	0
Full-time equivalents	25	9	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	2
Bachelor degree	21
Diploma	1
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $34809.00.

The major professional development initiatives were as follows:

- Home Tutor Seminar
- Gradual Release of Responsibility training, staff and home tutors
- First Aid
- School Improvement seminars
- Principals' conference
- Happiness & Wellbeing conference
- SSP training
. Coaching by Master Teacher/HOC
- Western Alliance training
. QCAA workshops
- Subscriptions

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff were retained by the school for the entire 2018.

Key student outcomes

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%
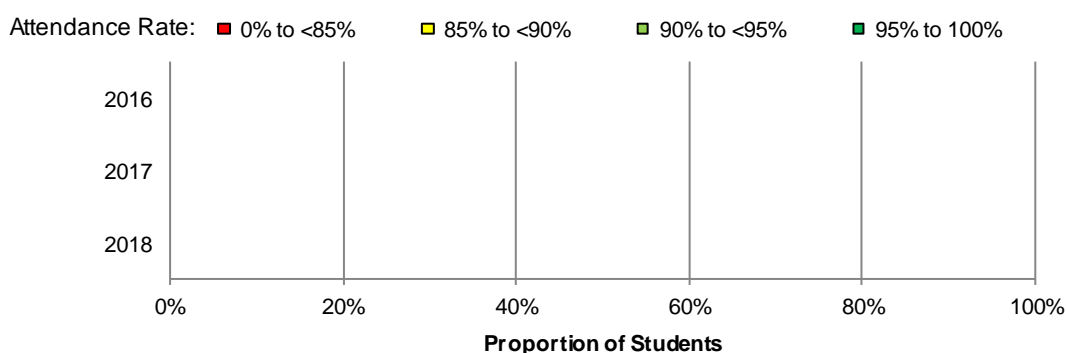
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

At MISOTA attendance is determined by return of work and also on air attendance. If a student is not attending an on air class an email or phone call is made to determine reasons for this. On Air rolls are collected daily by all classes and also for PLT, reading lessons and learning support lessons by teachers and teacher aids.
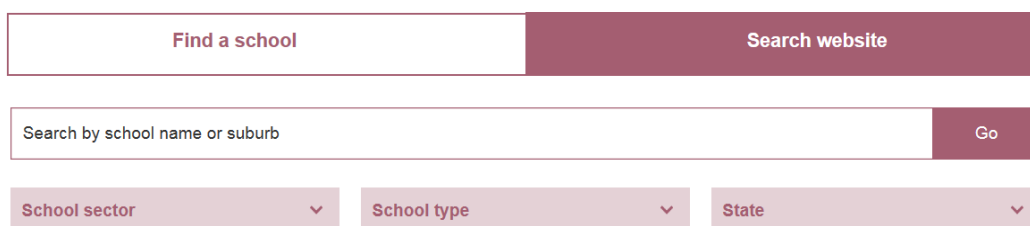
Upon identification of a continued attendance issue, the class teachers and Deputy Principal engage the process for student engagement and if necessary Education Queensland truancy processes. However, as we work closely with our families as well as our students non-attendance processes are actioned infrequently.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.