



Mitchell State School



ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	PO Box 65 Mitchell 4465
Phone:	(07) 4623 8888
Fax:	(07) 4623 1714
Email:	principal@mitchellss.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:	Principal: Mrs Carol Ann Coonan

School Overview

Located 587 kilometres west of Brisbane, Mitchell State School is situated in the town of Mitchell which marks the gateway to Queensland's Outback. This co-educational Preparatory to Year 10 School provides access to students from Mitchell, Mungallala, Amby and surrounding properties. The school aims to provide a quality education by maximising access, participation and outcomes for the full range of students through the use of effective teaching practices and provision of an inclusive curriculum within a supportive school environment. A belief that strong Literacy and Numeracy skills are central to all learning and are the essential ingredients for a life-long learner is the foundation principle for all learning at this school. Our school community beliefs are that all people should be treated with respect, we are responsible for our own behaviour, we are all active participants in learning; and all people are unique and our differences should be accepted and valued.

Principal's Foreword

Introduction

The 2016 School Annual Report is a reporting document developed by the Principal in collaboration with the school community. This annual report contains information relating to the school and its policies, aggregate data about student achievement for all persons enrolled at the school in 2016, and school performance. The report provides a broad range of information to parents and the community that will contribute to a greater understanding of the context in which the school operates. Detailed in the report are the demographic and socio-economic characteristics of the student body, parent, teacher & student satisfaction, staff information, student attendance and achievement.

School Progress towards its goals in 2016

Successful Learners	
Students engage in learning & achievement, & successfully transition to further education, training & employment	<ul style="list-style-type: none">• Increase attendance• Maintain a culture that promotes learning• Personalised Learning Plans• Develop innovative solutions to improve student outcomes• Successful transitions• Parent engagement & community partnerships
Teaching Quality	
Teachers employ high quality, evidence based teaching practices focussed on the success of every student	<ul style="list-style-type: none">• Expert teaching team• Developing Performance• Coaching & Feedback• Curriculum Development
Principal Leadership & Performance	
School leaders deliver extraordinary & sustained improvement & achievement	<ul style="list-style-type: none">• High Performance Teams, Maranoa Alliance of State Schools• Principal Personal & Professional Development

Future Outlook

Improve student academic achievement	<ul style="list-style-type: none"> Increase attendance to 92% Maintain & strengthen a culture that promotes learning (PBL Tier II) Develop & implement student leadership program Develop an expert teaching team (focus reading & writing) Enhance curriculum development Build & strengthen staff capabilities
Close the gap between attendance & outcomes of indigenous & non-indigenous students	<ul style="list-style-type: none"> Recognise & cultivate innovation to improve outcomes Work together to address the unique needs of students to ensure successful transitions through each phase of learning Increase & enhance positive parent engagement Continue to enhance parent-school-community partnerships
Attainment	<ul style="list-style-type: none"> Review & realign current curriculum offerings to benefit QCE attainment All students to be at or above NMS in Literacy & Numeracy

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	132	60	72	48	91%
2015*	127	60	67	41	84%
2016	141	66	75	39	91%

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.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Within the school community, there is a diverse range of families whose needs vary greatly with a high level requirement for student and family services and support. Students' families are representative of both indigenous and non-indigenous cultural backgrounds.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	13	18	20
Year 4 – Year 7	13	26	25
Year 8 – Year 10		18	19
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

The school uses the Australian Curriculum for all key learning areas Prep – Year 10. C2C is a resource favoured by the majority of teachers. There is a strong focus on Kindy - Prep Transition with the school working closely with the Mitchell Early Childhood Centre which is on the school site (independent facility).

Co-curricular Activities

Mitchell State School offered students the opportunity to participate in a variety of extra-curricular pursuits at various times during the school year to extend and enrich their interests at school and in the community.

Cultural: Instrumental Music Program, Qld School Performance Tours, 65 Roses Day, Day for Daniel, CWA Competitions, ANZAC Commemoration, Mitchell Show School display.

Leadership: Student Leadership Program, Columboola Outdoor Education.

Academic: Share Market Competition, Book Fairs, Health Careers in the Bush, Under 8's Day, Paint the Town Read, Walk to school safely, World of Maths.

Sporting: Interschool carnivals and organised lunchtime sport; South West School Sport, Jump Rope for Heart; Try-athlon, Rugby League and Netball.

How Information and Communication Technologies are used to Assist Learning

ICT is a cross curricular priority embedded in all key learning areas. The Early Childhood sector frequently uses iPads as a mobile learning device to improve the learning experiences and outcomes of students in the curriculum areas of English, Mathematics, Reading and general Literacy. Years 3-10 students use laptops and computers through all curriculum areas to engage students in varying learning activities including Mathletics, Reading Eggs and Literacy Planet. Students use the Learning Place as a tool to engage with and support to understand curriculum content and processes. Digital tools allow for inclusivity to thrive with students being able to engage in learning which suits their specific needs resulting in improved outcomes for all students. In 2016, the school began teaching "Lego Robotics".

Social Climate

Overview

Mitchell State School has developed a strong Wellbeing program known as "MiWellbeing". MiWellbeing encompasses many facets of social & emotional learning and relies on quality facilitators delivering programs including "Friends" (Pathways to Resilience), "Shine", "Strength", Drumbeat, "Bridge Builders". Bridge Builders is a conflict resolution program which empowers students by developing required skills to deal with conflict (Empowering Life Skills, Jocelyne Chirnside).

Mitchell State School engages the services of a Scripture Union School Chaplain one day per week who provides student welfare programs and pastoral care to all ages. A Youth Support Officer is employed for students in Years 7-10 and a Guidance Officer visits once a week. The school has a Responsible Behaviour Plan for Students which clearly states expectations & strategies and addresses bullying.

The school prides itself on the establishment of PBL and the Mi Kitchen Garden program.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	92%	88%	88%
this is a good school (S2035)	100%	100%	85%
their child likes being at this school* (S2001)	100%	88%	85%
their child feels safe at this school* (S2002)	100%	100%	88%
their child's learning needs are being met at this school* (S2003)	100%	75%	87%
their child is making good progress at this school* (S2004)	92%	75%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	88%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	88%	88%
teachers at this school motivate their child to learn* (S2007)	92%	88%	92%
teachers at this school treat students fairly* (S2008)	100%	75%	69%
they can talk to their child's teachers about their concerns* (S2009)	92%	88%	87%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	92%	88%	89%
this school takes parents' opinions seriously* (S2011)	100%	88%	76%
student behaviour is well managed at this school* (S2012)	83%	75%	63%
this school looks for ways to improve* (S2013)	100%	100%	85%
this school is well maintained* (S2014)	100%	100%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	77%	87%	90%
they like being at their school* (S2036)	63%	81%	78%
they feel safe at their school* (S2037)	75%	88%	90%
their teachers motivate them to learn* (S2038)	84%	91%	93%
their teachers expect them to do their best* (S2039)	91%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	84%	85%	87%
teachers treat students fairly at their school* (S2041)	57%	83%	77%
they can talk to their teachers about their concerns* (S2042)	63%	81%	78%
their school takes students' opinions seriously* (S2043)	63%	77%	80%
student behaviour is well managed at their school* (S2044)	45%	61%	63%
their school looks for ways to improve* (S2045)	78%	80%	89%
their school is well maintained* (S2046)	75%	84%	88%
their school gives them opportunities to do interesting things* (S2047)	73%	85%	81%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	90%
they feel that their school is a safe place in which to work (S2070)	95%	100%	90%
they receive useful feedback about their work at their school (S2071)	86%	91%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	91%	92%
students are encouraged to do their best at their school (S2072)	95%	100%	90%
students are treated fairly at their school (S2073)	86%	91%	90%
student behaviour is well managed at their school (S2074)	86%	91%	70%
staff are well supported at their school (S2075)	82%	96%	70%
their school takes staff opinions seriously (S2076)	100%	91%	84%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting	91%	91%	90%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
things (S2079)			

* 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.

Parent and community engagement

At Mitchell State School, we believe that a student's education is much more effective when students, parents and teachers all work collaboratively. Learning is a collaborative process. Parents are invited to be involved in their child's education at this school in a number of ways, the most notable and ongoing being Personalised Learning Plans for all students in Prep to Year 10. Other examples of parent involvement included: Early Morning Reading Program, State Education Week Open Day, Fathers/Mothers Day, Outdoor Education, Weekly Parade, Fire Safety, National Literacy and Numeracy Week (Paint the Town ReAD), Cross Country, Track & Field Carnivals, Swimming Carnivals, Celebration Evening, Grandparents Day, Parents and Citizens Association membership, Indigenous and culturally significant learning events, Rugby League and Netball training and competition games, Regional sporting events. Consultation occurs with parents and external agencies to assist students with diverse needs to access and fully participate in the program of instruction. In 2016, a Speech Language Pathologist was employed to assist with individual child support, building staff capacity and program implementation.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school takes an educative approach to teaching conflict resolution through the "Bridge Builders" Program, raising child safety awareness through teaching the "Daniel Morcombe Curriculum" that being to "recognize, react & report" when they or others are unsafe. Through the school's Facebook site & newsletters, promotion of "Respect School Staff" is also evident.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	42	56	29
Long Suspensions – 6 to 20 days	1	2	5
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.

Environmental Footprint

Reducing the school's environmental footprint

The school closely monitors water and electricity usage and has implemented measures to reduce the school's environmental footprint: water usage monitoring in place and continual review of water usage undertaken; use of rain water tanks assisting in reducing water consumption; monitoring electricity use by installing timers on split systems, and an electronic automatic watering system installed in the Kitchen Garden. Water consumption is dependent upon seasonal conditions eg hot & dry.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	92,536	9,836
2014-2015	89,318	12,702
2015-2016		8,063

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

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	18	16	<5
Full-time Equivalent	15	10	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	16
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$23 507.00.

The major professional development initiatives were as follows:

- Principal PD: Maranoa Alliance of State School Principals. Community of Practice, High Performance Teams. Maximising Achievement Potential, Regional Principal Business Meetings. Take The Lead. QASSP Coaching.
- PBL & Wellbeing: Empowering Life Skills. "Bridge Builders", Pathways to Resilience, Drumbeat, Mental Health, Classroom Profiling, FBA, "AusIdentities".
- Curriculum: Explicit teaching of reading, explicit teaching of writing, Literacy Continuum, Anita Archer Explicit Instruction, Age Appropriate Pedagogies, Austswim
- Junior Secondary Partnership with Centenary Heights State High School.
- Inclusive Education: HOSES, Autism, Auslan, DSAQ, Rural Women, ASDAN
- TRS School Funded PD, Restart Teaching Program, OneSchool.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	88%	87%

*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 student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

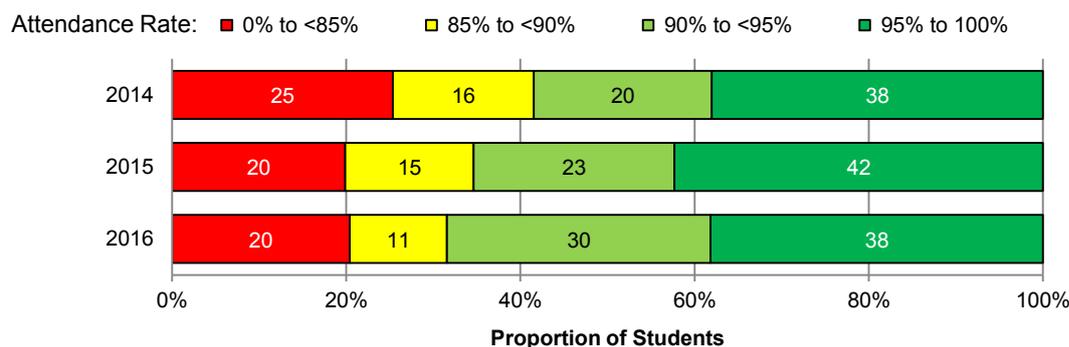
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	93%	88%	92%	92%	88%	91%	87%	84%	77%	72%		
2015	94%	90%	93%	94%	93%	91%	92%	88%	82%	80%	83%		
2016	90%	94%	91%	94%	94%	92%	90%	85%	79%	87%	82%		

*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:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools 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.

Non-attendance is managed in state schools 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.

Students are encouraged to attend school all day, everyday. It is the responsibility of all staff to build positive relationships with students and to maintain intentionally inviting classrooms. Rolls are marked twice daily at this school. For those students not in attendance at the time of roll marking, the teacher or A02 contacts/phones the parent direct to find if the absence is explained or unexplained. Students who are late are issued a 'late slip'. Student awards are issued in recognition of those students attending 98%-100% of each semester of schooling. Each week, a class with a weekly attendance of 92% or greater receives an "Attendance Trophy". For those students who have long term unexplained absences, parents are informed of their legal obligations in relation to attendance. The school has in place guidelines to address chronic absenteeism, school refusal and truancy. Students with >85% attendance are eligible to participate in school representative events. The school employed a Community Education Counsellor in 2016 to assist with supporting student attendance.

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.

Find a school

Sector:

Government

Non-government

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.